DOCUMENT RESUME

ED 157 499	IR 005 839
AUTHOR	Wasserman, Paul; Rizzo, John R.
TITLE	UNISIST: A Course in Administration for Managers of Information Services: Design, Implementation and Topical Outline.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO	SC-76/WS/110
PUB DATE	77
NOTE	84p.
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Bibliographies; Curriculum Design; *Curriculum Guides; Information Centers; Information Services; *Library Administration; *Management Education; Seminars; Teaching Methods; *Workshops
IDENTIFIERS	UNISIST

ABSTRACT

These guidelines were developed for use by personnel responsible for planning seminars and workshops to train administrators of information services and centers. Section I is a general introduction to the course manual including purpose and scope, course orientation, and topics to be covered. Section II suggests personal qualifications and characteristics of applicants to be used as criteria in the selection of course participants. Section III discusses methods of instruction, use of media, and the role of directors, faculty, and participants as instructional resources. Section IV outlines the qualifications of program directors and faculty. Facilities and services necessary for hosting the course are covered in Section V. Section VI provides an illustrative program for a two-week, ten session workshop. Ten topical outlines plus a bibliography for each session are included. (JAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED157499

UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UNISIST: A COURSE IN ADMINISTRATION FOR MANAGERS OF INFORMATION SERVICES:
DESIGN, IMPLEMENTATION AND TOPICAL OUTLINE

Prepared under contract for Unesco by:
Prof. Paul Wasserman and
Prof. John R. Rizzo

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Edward Wegman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Photographic reproduction
of the original manuscript
SC-76/WS/110
Paris, December 1976

©Unesco, 1977

Reproduced on microfiche by permission
of UNESCO

IR005839

PREFACE

A major aspect of the UNISIST Programme is the development of manpower resources basic to the planning and operation of present and future information systems and services. Priority in this area is being given to the training of information science teachers and the training of administrators and managers of information systems and services. In concentrating on projects related to these two categories of personnel, it is hoped to achieve a "multiplier effect" as recommended by the UNISIST Ad Hoc Committee on Education and Training Policy and Programme.

In response to the increasing demand from Member States, especially from developing areas, for the training of managers and as a follow-up to the suggestion of the UNISIST Ad Hoc Committee on Education and Training to develop curriculum material and guidelines which would help developing countries design and conduct their own courses, Unesco requested Prof. Paul Wasserman, College of Library and Information Services, University of Maryland and Prof. John R. Rizzo, Department of Management, Western Michigan University, to work out a topical outline for courses in administration for managers of information services and a set of guidelines for designing and implementing such courses. Both authors possess a rich experience in this field, not only through their involvement in the Library Administrators Development Program which they have conducted for a number of years at the University of Maryland College of Library and Information Services, but also through a wide series of similar courses held in different regions of the world in response to the needs of developing countries. More specifically, the two UNISIST courses for managers of information systems which they conducted in Mexico and the Philippines respectively served as a basis for preparing the present outline.

Following the practice adopted within the UNISIST Programme, the draft of the present document was circulated for comments among a number of experts from developed as well as developing countries and their criticisms, ideas and suggestions for improvement have been taken account of in the present final version.

French and Spanish adaptations of this outline are in preparation.

CONTENTS

PREFACE

SECTION I. GENERAL INTRODUCTION

A. Purpose and Scope of the Present Manual 1
B. Assumptions of This Course in Administration 1
C. Background and Experience Leading to the Preparation of the Manual 2
D. Orientation of the Present Course 3
E. Topics to be Treated 4
F. Ways to Use the Present Work 4
G. Acknowledgement of Advisory Board and Their Critiques 5
H. Advisory Board 5

SECTION II. PARTICIPANTS - CHARACTERISTICS AND SELECTION

A. Qualifications, Experience and Age 7
B. Illustration of Typical Application for Admission Form . . . 8
C. Endorsements and Justifications for Applicants 11
D. Language Requirements 11
E. Number of Participants 11

SECTION III. METHODS OF INSTRUCTION AND KEY ROLES

A. Necessity for Variation in Methods, Media, and Materials . . 12
B. Variation in Faculty Role Requirements 13
C. Role of Participants as Instructional Resources 14
D. Special Role of Resident Director(s) 14
E. Possible Requirements for Participant Pre- and Post-Conference Work 16
F. Specific Resources and Methods for Training 17

SECTION IV. QUALIFICATIONS OF DIRECTOR(S) AND FACULTY

A. Program Director Qualifications 28
B. Faculty Members 28

SECTION V. ARRANGEMENTS, FACILITIES AND PROGRAM AMBIENCE 30

SECTION VI. TREATMENT OF PROGRAM CONTENT

A. Illustrative Workshop Outline 32
B. Topical Outlines and Bibliographies 35
    1. The Role of the Administrator in Complex Organizations 36
    2. Organization Structure: Design and Dynamics 36
    3. Managing for Motivation and Productivity 42

4. Managerial Leadership 46
5. Performance Appraisal and Development of Employees 51
6. Establishing and Implementing Objectives 58
7. Group Problem Solving and Discussion Leadership 64
8. Financial Analysis, Planning and Control 68
9. Management Decision Making 75
10. Trends and New Directions in Information Organization Administration 76
11. Workshop and Open Forum 78

SECTION VII. POST SEMINAR CONCERNS 79

OUTLINE FOR A COURSE IN ADMINISTRATION FOR MANAGERS OF INFORMATION SERVICES AND CENTERS

SECTION I

GENERAL INTRODUCTION

A. Purpose and Scope of the Present Manual

In every region of the world very great advances have occurred in recent years in educational, social, and technical fields. As a result, the size and variations of library and information activities have grown significantly. Increased attention and effort has been given to modern services, contemporary technological applications, and the formation of new national and international efforts in information work. Such activities profoundly influence organizational patterns, and dramatically impact on those who hold responsibility for managing or developing information organizations. Information service managers are confronted with rapidly growing demands for improved and more sophisticated systems and services. Library and information organizations are changing from simple to more complex agencies which are controlling increased work forces and larger scale financial resources. Because of these developments, library and information organization managers now assume administrative responsibilities far more demanding than those of an earlier period.

Herein lies the rationale for the offering of workshops and seminars in management for the training of administrators of information services and centers. The present work is a set of guidelines for use by those who would hold responsibility for planning, developing and offering such training efforts.

B. Assumptions of This Course in Administration

The type of course detailed here is built upon the assumption that those who hold or will come to hold senior administrative responsibility in information organizations of all types must be reoriented in their outlook from the specific and technical problems of information to the central issues of organizational management if their organizations are to be effectively led. The conceptual basis of the course is founded on the assumption that the basic knowledge, skills and methods of administration which have been developed in business and industry, and in public administration along with the supportive body of knowledge about human behavior which support such practice, are equally important and applicable for those who practice administration in library and information organizations.

The present manual therefore identifies key elements for the type of workshop designed to present and to develop the management skills of such information personnel. The program content and elements should be offered in an environment conducive to learning and interaction. It should allow for the examination of theories and concepts and provide problem solving situations central to the management role for direct translation into the milieu of the administrator of an information organization.

C. Background and Experience Leading to the Preparation of the Manual

The concept of management preparation for information organization administrators is not a new one. For a number of years, many individuals have availed themselves of formal and informal opportunities to improve their knowledge and skills and to advance their understanding of managerial questions and managerial techniques. But the preparation of the present set of guidelines has its inspiration in a sequence of events begun in the summer of 1967 at the University of Maryland, when for the first time a two-week workshop sequence for practicing library administrators was organized by the College of Library and Information Services. In 1967 it was becoming apparent that the responsibilities of the management role in library and information organizations in North America were already such that it was necessary to provide additional training for individuals assuming such roles. The demand existed for skills, techniques and perspectives which would enhance their ability to perform, not as library experts, but rather as managers. By then it was already clear that the normal career progression of those who hold senior responsibility reflects a continuous progression from technical information responsibilities to the assumption of additional administrative responsibilities.

Begun in the summer of 1967, the Maryland Library Administrators Development Program has continued each year as a two-week program. It brings together thirty to forty senior administrators, and concentrates upon the principal areas of administration. From the outset, the seminar has offered sessions treating the characteristics of complex organizations, interorganizational relationships, problem solving, leadership, motivation, formulation of objectives, personnel relations, decision-making, financial planning and control, performance appraisal, the impact of technology on information organizations, and the implementation of change. Through the ten-year history of this effort, more than 330 administrators of library and information organizations in North America, as well as from other parts of the world have experienced the sequence.

In 1974, following discussions with officials of UNESCO in charge of UNISIST, it was felt that a useful experience would be to include several UNESCO Fellows granted under the UNISIST program drawn from developing countries in the regular Maryland program offering. This was seen to be an effective method of determining whether the program would have value for the training of managers from developing countries. Three sponsored participants were drawn from Colombia, Turkey, and Nigeria. That same year, Consejo Nacional de Ciencia y Tecnologia (CONACYT) in Mexico, sponsored a fourth participant. This experimental panel participated in the course and evaluated the concept and content of the administrators program and its utility for individuals from developing nations. The determination was that with modification and allowance for geographic and cultural variations, the concept of management workshops for the information field in the developing regions of the world was essentially sound and needed.

Accordingly, in June of 1975 a two-week management workshop was conducted in Mexico under UNISIST/CONACYT auspices for individuals drawn from countries in Latin America. The authors of the present report served as program directors and shared faculty responsibilities with Mexican personnel. In June of 1976 in the Philippines, under UNISIST/National Science Development Board (NSBD) auspices, a second workshop was conducted for information personnel from South East Asia. This seminar was also directed by the authors who again shared faculty responsibilities with colleagues drawn from the Philippines.

With the increasing development of information organizations at national, international and regional levels, the need for suitable management competence continues to grow. The rate of inquiry about available administrator workshop and training opportunities has accelerated. It was in response to this universal interest that UNISIST officials invited the authors to prepare this outline.

The present manual naturally reflects experiences with the Maryland program and with the two regional offerings conducted under UNISIST sponsorship. Its purpose is not to serve as a substitute for effective and experienced local planning. Rather it points out more important problems and opportunities, and attempts to identify and suggest approaches to the successful conduct of a management seminar.

D. Orientation of the Present Course

There are a number of ways in which the topic of management may be approached. The present outline treats the subject in a particular way. Essentially, it builds on the acceptance of the universality of the administrative process. Seen thus, organizations are viewed to be very similar, even though their products, programs and services may be different, and even though there are political, cultural and environmental characteristics which vary in different regions and under different circumstances. The seminar is designed for the non-specialist; that is, the practicing information or library person who has not concentrated academically or formally in management, but rather in the information field.

One essential thread which runs through the fabric of the course is its attention to the behavioral or human aspects of administration. Thus, the course is behaviorally oriented, concentrating heavily upon the management of human beings in ways which enhance and improve organizational efficiency and effectiveness. Because of the strategic importance of financial and budgetary matters, these issues are prominently treated as well. Each of the topics is considered in the context of contemporary developments in the library and information world, and as part of the political and cultural settings in which such organizations are advancing.

Numerous topics of importance to managers (operations research, statistical methodology, marketing and public relations and many others) are not included in the present course. Because of the limits on possible coverage within the two-week time span of the workshop, judgments were necessary about which subjects were most essential. The experience with earlier efforts, the assessments of relevancy of past participants, and the need for maintaining the integrity of the substantive content led to the final selection of program topics.

As will become more apparent from consideration of the sections on instructional methods and subjects covered in the course, the offering blends theoretical elements, conceptual issues, and application of techniques and skills. It orients participants to practical methods and tools, as well as to managerial attitudes and values. Furthermore, because of their detachment from their normal work-a-day roles, participants are helped to identify approaches to the solution of their organizational problems, and to evolve a more sophisticated awareness of their responsibilities and the administrative implications of their positions.

The two-week offering which the present outline describes provides for a combination of formal and informal experiences. Instructional methods are varied. Evening sessions and informal discussions between faculty and participants, and between participants themselves help to relate the content and experiences of the program to the participants' personal needs. The nature of the experience in working and living together during the workshop encourages sharing and comparing with others. Each individual undergoing such a training experience has ample opportunity for self-improvement and expression within the environment of a group of purposeful colleagues drawn from comparable work settings. Such interactions yield often as much benefit and contribute to program effectiveness as the formal sessions.

E. Topics to be Treated

Among the topics treated in the present outline are the following: Participants - Characteristics and Selection; Methods of Instruction; Qualifications of Director(s) and Faculty; Arrangements, Facilities and Program Ambience; Proposed Topical Outline, Elaboration and Definition of Content; and the supportive recommended bibliographies. It should be noted that general questions relating to (a) planning and offering of workshops and seminars, and (b) program evaluation, are both thoroughly covered in existing UNISIST documents.[1] Consequently these topics have received only passing mention in the present work.

F. Ways to Use the Present Work

The guidelines provided herein are intended to assist program planners and workshop directors to avoid problems and to take advantage of opportunities. The information is based upon experience gained over a number of years in conducting management seminars for information personnel. This publication attempts to anticipate questions by pointing out what has been learned only after much effort, and continuous experimentation, modification and adaptation in program lines and in teaching methods. Still, these guidelines are not sacred. They are clearly subject to adaptation and variation based upon particular circumstances, and are not intended to be seen as rigid or inviolate. The insights and suggestions are based upon practical experience.

No guidelines can ever substitute for a skilled and talented faculty, a well selected body of interested and compatible participants, or a pleasant and well equipped seminar center. With these three ingredients in effective combination, results can be highly favorable, but a failure or limit in any will take its toll upon program effectiveness in spite of the finest outline. Essentially, the present manual seeks to offer a suggested program and syllabus for a management offering, and to share perspectives on other considerations which bear upon the successful conduct of such a training sequence.

---

[1] Atherton, Pauline. UNISIST Guidelines for the Organization and Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation, UNESCO, Paris, France, April 1975. SC/75 WS/29. See also, Lancaster, F. Wilfred. UNISIST Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation, UNESCO, Paris, France, August 1975. SC/75/WS/44.

Another important proviso, particularly in instances when the course is sponsored by the UNISIST program, is the need for pre-conference interaction between foreign and local planners and faculty. Such pre-conference meetings are essential to clarify program details and to assure a common understanding.

G. Acknowledgement of Advisory Board and Their Critiques

As with all such efforts it is impossible for those very close to the subject matter to gain the necessary perspective. For this reason the authors are very much indebted to those colleagues who have kindly assisted by reviewing and commenting upon the original outline and earlier drafts. In addition to members of the editorial advisory group singled out below, we wish also to acknowledge the contributions to the present work made by the participants during the international workshops held in Mexico and in the Philippines, and to officials in each country, Guillermo Fernandex de la Garza, of CONACYT, and Dominador Reyes, of the National Science Development Board, who served as very effective and supportive catalysts. Suggestions and criticisms, as well as helpful substantive ideas have also come from the faculty members who assisted with programs in Mexico and in the Philippines, as well as in the Maryland Library Administrators Development Program. Valuable assistance was also provided to the authors by William Wilson, Librarian of the College of Library and Information Services at the University of Maryland, who aided in numerous ways. Over the years, through continuing interaction and discussion, modification and adaptation of training methods, program elements have been adapted and altered. It is out of this process that the guidelines offered hereafter took shape.

H. Advisory Board

For their thoughtful assessments of the preliminary outline and the critical comments which they and their colleagues offered on the final draft, the authors are deeply indebted to the following members of the Advisory Board. It must be made clear, however, that the present content reflects the views and perspectives of the authors and not the members of the Advisory Board because opinions about the range of topical content were not always reconcilable.

Ms. Guadalupe Carrion
Head, Professional Development
Consejo Nacional de Ciencia y Tecnologia (CONACYT)
Insurgentes Sur Num. 1814, 9^{o} piso
Mexico 20, D.F., Mexico

Mr. J. Gray
Head, Research and Development Department
British Library
Sheraton House
Great Chapel Street
London W1V 4BH, England

H. Advisory Board (Contd.)

Professor A. Neelameghan
Documentation Research and Training Centre
Indian Statistical Institute
112 Cross Road 11,
Malleswaram
Bangalore 560003, India

Ms. Delia E. Torrijos
Scientific Library and Documentation Center
National Science Development Board
Bicutan Tagig
Rizal
Post Office Box 3596
Manila, Philippines

SECTION II

PARTICIPANTS - CHARACTERISTICS AND SELECTION

The success of a workshop depends in significant measure upon the qualities and contributions of those who are selected to be participants. Care and discrimination must be exercised, therefore, in inviting appropriately qualified personnel to participate. Because it is useful to have details about the education and work background of participants, announcement of the program should be made early enough to ensure applications from those who would be best able to profit from the experience. This implies wide circulation of the announcement of the course which describes the purpose and content of the seminar, and the position responsibilities and formal education sought among the participants.

In announcements and other communications, participants must be made to understand that they have to be ready to engage in serious and intensive study of management issues during the workshop, rather than concentrate upon technical information or library problems. They are expected to bring a serious and mature intellectual approach to the problems of administration. Moreover, applicants must understand clearly that they are to be completely free of organizational responsibilities during the course. They should also recognize that they shall be expected to work rigorously and for long hours, so that in a short period of time they can be expected to improve their knowledge and skills.

A. Qualifications, Experience and Age

Those for whom a management workshop proves most suitable are individuals who hold responsible administrative positions already, or those who are being groomed for the assumption of significant managerial roles. Obviously, there are differences between and among individuals based upon the level of their background and experience, their professional interests, their formal academic preparation, and their health. Over a number of years the average age of participants in management workshops in the information field has run around 40 years, with a great majority being drawn from those in their 30's and 40's. Frequently, those who are younger have not yet had sufficient seasoning to profit fully from the workshop, while those well into their 50's either do not as often apply, or are less able to learn as readily or prove as adaptive. Still, because individual variations are so great, it may be unwise to introduce rigid chronological upward or lower limits upon applicants.

While the academic preparation of participants will vary, those who tend most to profit from the workshop experience are individuals with formal university preparation in information or a correlative subject field. For purposes of comparative evaluation, it is useful to have each potential participant complete a common form which identifies their positions, their work responsibilities, their age, their formal credentials, their work experience and levels of responsibility in work roles, and the nature of their present responsibilities and assignments, including the number of people whom they supervise, and the identification of their supervisors. Moreover, the statement of recommendation from their supervisors attesting to the organizational usefulness of their participation will serve as another valuable device for making choices among applicants for what may be a limited number of places.

B. Illustration of Typical Application for Admission Form

Purely for purposes of illustration, the important elements of the application form employed in the Maryland Administrators Development Program follows hereafter:

Application for Admission

Personal Information

Name: ______________________ Date of Birth: __________

Title of present position: ______________________

Name of Institution: ______________________

Business Address	Home Address
Telephone:	Telephone:

Education

College	Degree	Years Attended

Employment Record

(Previous significant work experience)

Organization	Location	Title	Dates

Briefly describe your present position and responyibqlities as they relate to services of your organization:

____

____

____

____

Number of employees who are responsible to you: ______________________

Name and title of your immediate superior: ______________________

Reasons for wanting to attend the Administrators Development Program:

Date: ______________________ ______________________
Signature of Applicant

Organization Sponsorship (Where appropriate to be completed by the executive who recommends the applicant's participation in the program).

Signed: ______________________
(Name and title of executive who recommends this application)

Mail this application by (date) to:

C. Endorsements and Justifications for Applicants

It is critical to also require the support and the recommendation of those to whom the applicants are responsible. For this reason, it is advisable to have a formal statement from the official to whom the applicant reports, identifying why the organization is interested in having the individual participate. Such an explanatory statement written by the applicant himself is also very effective as an element of the application process, since it serves as the basis for determining whether the individual truly understands the program purpose and perceives its value in relation to his own work role.

D. Language Requirements

A crucial factor, particularly in instances where there may be barriers of language, is the assurance that participants are able to work effectively in the language of instruction. Demonstration of such language competence must be built into the application process. It has been our experience that a claim of language proficiency by the participants may be insufficient. Therefore, consideration should be given to verification. Without verification there may be a need for simultaneous interpretation. This condition prevailed in the authors' experience in Mexico. The arrangements and costs of such translation must be included in program design and planning efforts.

E. Number of Participants

The number of participants who can be effectively accommodated in a management workshop varies with the facilities and arrangements available. In general, however, for purposes of interaction, group exercises, and involvement, the number of participants should not be in excess of thirty or so or effectiveness will tend to decline. Moreover, there is a minimum or threshold number needed in order to provide a sufficient number of individuals who will interact and work with each other in group situations, and thereby enhance the learning experience. Perhaps the smallest practicable number of participants will range around eighteen or so. Groups which number between twenty and thrity are very workable. Moreover, with such a number it becomes possible for the group to form a unique culture during the two-week experience. Each participant will come to know his colleagues and members of the faculty closely and well through both formal and informal interactions. Such learning and involvement is reinforced by the fusion between the formal program elements in classroom discussion sessions and the after-hour and informal relationships which the group enjoys by living and working together throughout the two-week experience.

SECTION III

METHODS OF INSTRUCTION AND KEY ROLES

A. Necessity for Variation in Methods, Media, and Materials

There exists a wide variety of methods, media, and materials available for consideration in designing an instructional program. It is essential that this variation be reflected and utilized in this particular course in administration. This argument can be justified on a number of grounds.

One critical justification lies in the fact that administrative positions put varied demands on incumbents of these positions. Successful administrators require knowledge of many techniques, tools and subject matter areas. Second, they require a variety of skills in application in individual and interpersonal situations. Third, there are certain attitudes, values, and beliefs that are considered functional for success in administrative roles. If knowledge, skills, and attitudes are all relevant to success in administration, then consideration and use of varied instructional techniques is mandatory. That is, the requirements for the acquisition of knowledge are different from those which are required in developing skills, or in changing attitudes.

In order to acquire knowledge, the participant need only have sufficient intelligence, interest and time to read about, listen to, or observe events or information which can be presented in a variety of forms. This information is hopefully committed to memory and kept available for later reference. It may be examined, interpreted, and integrated into the knowledge base previously acquired. All the particpants need is exposure under non-distracting conditions.

The acquisition of skills, although sometimes dependent upon the use of new or old knowledge, requires additional and different participant experiences. A major requirement is practice. Practice may take many forms, but unlike the conditions to acquire knowledge, participants are more active physically and mentally. They are required to apply knowledge in order to acquire skills. They are exposed in a skill acquisition process to problems, exercises, and the like, which when done several times, produce the necessary skill. Practice also is enhanced with the addition of defined criteria or standards of observable performance, the formulation of setting of performance goals, and periodic coaching and feedback on performance.

The question of changing attitudes has in it some of the components of knowledge and skill acquisition, yet requires that participants become involved at a more personal and intensive level. They may have to identify and expose or subject their current beliefs to scrutiny. Attitude change usually involves an "unfreezing" of current beliefs, a new learning stage, and a "refreezing" of the new attitudes. This requires situations calling for interactions with instructional staff and other participants, and involves dealing with emotions and feelings. In making program design decisions for attitude changes, the instructional staff must utilize methods that are considerably different than when knowledge or skill changes are desired.

There is an educational debate whether attitude change should be undertaken directly, with the aspiration that behavioral change will follow. Instructional staff should be aware that the argument has been made that conditions should first be set to ensure behavioral change, allowing attitude changes to follow. The debate is unresolved, but recognition of it will give instructors opportunity to vary their approaches.

The necessity for variation can also be justified on other grounds. Purely and simply, there is always the risk that there will be a natural tendency for overreliance on techniques which effect knowledge, but do not aim at skills or attitudes. Most instructors consume the vast majority of their time on lecture and readings, which are most appropriate for knowledge acquisition. They may desire and actually feel they are affecting participants beyond the knowledge stage, but it is unlikely that they are unless they dramatically vary their technique. This is one reason why attention to the selection of faculty, treated in the next section of this manual, is so very critical.

A final justification for variation lies in the totality of the experience participants will have over the range of the program. Participants cannot be expected to deal for several weeks, day after day, with only lecture and readings. To maintain their attention, to sustain their interest and involvement, to capitalize on their serving as resources to each other, and even on sheer physical comfort grounds, variety in method is essential. The use of discussion groups, cases, simulations, role play, etc., not only achieves different educational objectives, but sustains the involvement of participants and gives them more varied opportunities to confront material as well as each other during the learning process.

B. Variation in Faculty Role Requirements

The obvious major role of the faculty is to bring appropriate content from the field of administration into the instructional setting. Their task is to select and utilize appropriate instructional techniques in imparting this content. Hence, they must select materials, arrange instructional space, and in general, conduct the educational experience in conjoint relations with the program director(s) and other relevant course personnel.

Beyond the immediate instructional role, faculty may have the opportunity to discuss (in groups or on a one-to-one basis) specific problems that participants are experiencing in their home organizations. This is essentially a quasi-consultative role, and in making a personal transition to the home setting. It may also take the form of highly personalized feedback or help to an individual participant regarding their actual or potential administrative ability. The authors have experienced numerous instances of being asked to give help and feedback by individual participants, so that they might improve as an administrator. Resident directors, who may also act as faculty, are in a particularly good position to offer such assistance because they have had the opportunity to observe and interact with participants on an ongoing basis.

Faculty may also explain and clarify the kinds of consultative roles they assume and the type of consultative help they can bring to participants' organizations. But a serious note of caution should be interjected here. The instructional role and platform cannot be used or abused as a promotional device for consultative activity. This is a matter of tact and taste, and specific consultative questions or arrangements should clearly be handled outside the specific instructional class periods.

C. Role of Participants as Instructional Resources

It is the authors' experience that a conference in which participants have ample opportunity and encouragement to interact with each other is more successful than if this does not take place. This notion connects directly to recommendations to be made in this document regarding conference location, characteristics of facilities, ambiance, and training methods. Everything possible should be done to encourage mutual involvement and interaction between participants. Time, space and methods should all be utilized toward this goal.

In interacting with each other, participants are able to clarify, test, and confirm learning experiences to which they are exposed during the conference. They can debate, discuss, challenge and gain further perspective on almost any aspect of the content of the course. They frequently feel more willing and able to engage in these activities with fellow participants than they are, for example, with the faculty with whom they may have somewhat more reluctance and certainly less time and opportunity.

Therefore, interaction with fellow participants broadens their resource base, yet it does so beyond the question of mere number and opportunity. Fellow participants are in similar types of organizations, face similar problems, have similar aspirations. A natural kinship and openness exists. Fellow participants serve therefore as people with whom ideas can be shared, and with whom conceptual verification and emotional support can be given and received.

D. Special Role of Resident Director(s)

A resident director is defined as a resource person with faculty qualifications and experience, but whom remains at the conference site throughout most, and preferably all, of the conference period. The resident director is present at all conference sessions. He or she acts as faculty for selected training topics, and as a facilitator and observer while other faculty conduct conference sessions. The director is available to participants before, during, and after daily sessions. There may be more than one such person filling this role and who must work in a mutual reinforcing relationship.

Resident directors perform a variety of crucial roles in addition to serving as a faculty member with specific session or topical responsibilities. For example, the resident director(s) can and should:

1. Greet, orient, and inform incoming faculty on what has been covered in prior sessions and clarify, if necessary, what will follow in upcoming sessions. Questions about participant needs and reactions can be discussed with incoming faculty. This allows unnecessary redundancies to be prevented, allows

responsiveness to participant needs, helps assure adequate coverage of materials, and encourages taking advantage of opportunities that become apparent as the conference progresses. In short, the resident director can keep a running control and improvement on conference design and implementation. This brings flexibility and adaptation opportunities to the conference.

This type of interaction with faculty has a highly significant impact on program quality and success. Experience tells us that pre-conference design and integration of faculty is always an imperfect process. Hence, faculty may not be fully informed as to what and how other faculty will proceed with their responsibilities. Reactions and needs of participants are never fully known prior to a conference. Changes in faculty at the last minute due to emergencies cannot be predicted. Hence, for these and other reasons, the resident director role is essential. It is important here to reiterate the fact that the resident director should have faculty qualifications and experience, for there is the need to be experienced and skilled in the topical areas, as well as in conference design and implementation. Needless to say, experience in resident director roles would be highly desirable.

2. The resident director role involves continued interaction with participants. The director should clarify and interpret, or otherwise put in perspective the contributions of other faculty members, usually at the request of participants. In addition, special sessions with all or some of the participants should be held as the need arises, without putting too much burden on participants. The resident director should also be prepared and able to help participants with back-home problems and in questions surrounding the transfer and application of learning to the positions held by participants in their home organization. Help may be also given in the participant's transition from the conference to the job setting. Thus, interpersonal and consultative skills are an essential element of the director's qualifications.

3. The resident director's role also includes acting as a liaison between the participants or the faculty and the personnel associated with (a) sponsoring institutions, and (b) the instructional facility. A myriad of questions and needs of participants regarding conference requirements, daily living needs, travel, and the like, arise during the course of the conference. In a liaison role with regard to these matters, it should not be the resident director's responsibility to take direct action. Rather, the director should inform designated members of the sponsoring institution of problems. It is best if personnel from the sponsoring agency are also available on a full time basis to respond to these types of participant needs. This frees the resident director to concentrate his actions to those relevant to a substantive or training role, leaving logistical and personal matters to staff members from the sponsoring agency.

E. Possible Requirements for Participant Pre- and Post-Conference Work

In designing and conducting this conference, it is not necessary to restrict the involvement of participants to the specified time period of the conference itself, or the logistics of application, selection, and travel. The following should be considered:

1. It is possible to mail out readings, reprints and/or bibliographies at the time each participant is selected (or if desired, upon payment of tuition). This allows participants who desire to read and otherwise explore the content in advance of the program to do so. However, it should be made abundantly clear to participants whether (or which) assignments should be read or prepared prior to the conference, or prior to a particular session. Program directors or faculty may require this (see next paragraph). More typically, however, advance bibliographies or reprints are clearly described as optional readings. Often, readings can be done before or after a particular session, or after the conference itself, predominantly at the desire of particular faculty members.

   It is essential, once again, that participants are fully and clearly informed if advance materials (or materials handed out during the course of the program) are not required to be read at a particular time. This clarification is important because a significant number of participants may be reluctant to participate in discussions simply because they have not had an opportunity for reading prior to a particular session. An announcement to this effect at the outset of the conference will help to overcome inhibitions in participants to become fully involved.

2. Particular faculty may wish to make assignments in the form of readings or completion of questionnaires prior to a particular session or the conference itself. Instructions for such assignments are a simple matter to prepare and forward to accepted participants. If questionnaires are utilized, and the responses are needed prior to the onset of the conference, ample time should be allowed, and postage paid return envelopes should be provided. This will facilitate the return of information desired.

3. Particular information on the problems, needs and/or characteristics of participants or their organizations may be desirable. This should be defined well in advance, in the very early stages of conference design. With sufficiently early preparation, conference directors can decide whether the desired information can or should be included on the application form, or whether additional queries need to be made. For example, questions on the size of the unit, the size of the budget responsibility, responsibilities of the applicants may be useful for selecting applicants and for the content of instruction. These may be made a part of the application form. Such things as budget particulars, attitude questionnaires, and the like, that are solely utilized as part of the instructional effort will require timing and attention separate from the application process.

4. It is not recommended that potential or actual participants (or members of their organizations) be involved in pre-conference discussions or assessment of program design. This is based upon several considerations. One is that the substantive administrative content is sufficiently universal that specific application to library and information service organizations poses no particular problem. Secondly, the subject content recommended in later sections of this report have been very thoroughly tested with participants from the United States, Canada, Central and South America, Africa, and Southeast Asia. Past participants have consistently rated these topics as relevant and useful. Thirdly, participants should be selected who not only have sufficient managerial responsibility to justify acceptance, but who also have not had any significant amount of training or education in administration topics. The combination of managerial responsibility and absence of formal training in administration and management as indicated on application data is deemed sufficient to eliminate the need for pre-conference assessment of knowledge or needs.

5. It is recommended strongly that a typical and thorough evaluation of the conference be made by participants. This may be advantageously done midway through the conference as well as at the conclusion of the two-week experience. Conference planners may wish to develop an original evaluation questionnaire or to use the types of instruments already in existence.[2]

F. Specific Resources and Methods for Training

Justification was made earlier for having variation in methods, media, and materials in the conduct of this course. This notion cannot be overemphasized, and hopefully will be reinforced by a brief exposition of the variety of training options available for use by skilled faculty. As many of these options (or variations on them) as is possible should be utilized in designing a successful conference.

Before proceeding further, an important clarification is in order. The delineation of training methods which follows should not be construed as an attempt to train potential faculty in their use. No written report can accomplish that. The successful use of any method, medium or material requires experience which usually involves a learning or training sequence of its own. As will be indicated and explained subsequently in this document, program faculty should be selected who have already demonstrated success in training situations. If this is so, they will have become refined and skilled at training and so have used many of the methodological options before their invitation to participate in this particular course.

---

[2] Lancaster, F. Wilfred. UNISIST Guidelines for the Evaluation of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation, UNESCO, Paris, France, August 1975. SC/75/WS/44.

It is hoped that by briefly describing training options, program directors and coordinators will have an explicit basis to review and evaluate program design, to discuss and plan the course with potential faculty, and to otherwise ensure that variation does in fact take place.

Training methods vary along a number of dimensions, yet an attempt will not be made to systematically classify methods. Suffice it to say that methods vary most importantly in the demands and level of involvement they require of participants. Some allow participants to remain quite passive, while most others elicit a wide range of intellectual, emotional, and interpersonal activity. Our preference and urging is toward the latter, for it more closely parallels learning in real-life situations, and it has more potential for the development of skills and attitudes relevant and useful for the administrative role.

Participant involvement in the methods described does not in any way alleviate the responsibility of the faculty. In addition to the faculty's responsibility to introduce and control participant activities in experiential exercise, the faculty must play other critical roles in all action-oriented methods. One of the most important is to conduct post-involvement discussions. These usually involve interpretations and analyses of the experiences participants had during their involvement in a training exercise. These interpretations and analyses require skill in focusing such discussions, in relating theory to practice, and in connecting or linking the experiences to the requirements of the administrative role in general, or to the participant's organization in particular.

The training alternatives which follow are not meant to be exhaustive. They are representative, however, of a wide range of techniques.

1. Reading and Other Content Materials

(a) Notebook: It is highly common if not routine to have a set of materials organized into some form of a notebook for participants. Usually this notebook is organized by topical area, sequenced in a manner consistent with the program schedule. Each topical segment will contain (1) a title, (2) topical outline, (3) a reference list or bibliography for further study which may be annotated, and (4) a set of reprinted materials considered to be highly relevant to the topic (see Section The notebooks may also contain for all, or some of the topics, special written materials, such as cases or problems, or detailed outlines included at the request of particular faculty. The reprinted material may be copied from journals or books, or purchased from publishers.

It is a prime responsibility of the program directors and coordinators from sponsoring agencies to collect these materials from faculty and reproduce and assemble these materials for distribution to participants. As stated earlier, some selected materials may be mailed to accepted applicants in advance of the program. Participants usually keep this notebook with them throughout the course of the seminar, as it is to be referred to by faculty during the sessions. Also overnight reading assignments may be made from it.

(b) Additional Instructional Materials: These may be reprinted or specially prepared materials which faculty request be withheld from participants until they are ready for use during a session. These should be reproduced, brought to the conference site where they will be immediately available for use by faculty at their request.

(c) Books, Pamphlets, Etc.: Any relevant instructional piece may also be given to participants or loaned to them for a specified period. Texts, programmed texts, books of readings, reference works, and the like can be handed out at the conference itself. Some may be mailed in advance if necessary.

(d) Bookshelf: Though not at all a necessary requirement, it might be the choice of program designers or coordinators to assemble a small, but well selected (i.e., representative) set of books which can be displayed and utilized or otherwise referred to by participants. Usually, if well selected and available, only a few texts in each typical area plus several classic works should be included. On the whole, it might be better to not have a bookshelf unless a representative one can be assembled, so as to avoid a misleading impression to participants.

2. Lectures

Lectures are a necessary and common ingredient in most educational settings. They are considered useful for imparting knowledge, yet it has been argued that they are inefficient even in this regard compared to readings and other independently performed assignments. Perhaps lectures are better utilized to integrate, interpret, and to otherwise bring a deeper understanding of the topical matter. As such, it is very important to engage the participants in discussion and questioning throughout the lecture.

Involvement of participants in this way also helps to keep the attention of participants, thus overcoming one of the major limitations of lecture. Attention can also be enhanced through presentation of materials using various media (see below on Audiovisual techniques). Also, lectures should be kept to short periods of 30-60 minutes. They can be made more efficient by providing outlines or other materials to minimize notetaking, an excess of which can detract significantly from learning.

Research on training effectiveness suggests lectures by utilized on a limited basis with very specific and pointed purpose, and that the techniques suggested above must be incorporated to maintain the attention and reduce distraction of participants.

3. Programmed Instruction

This technique requires participants to work independently using pre-prepared written material, or material drawn from individual communication with a computer. The former is much more common. The material is highly structured and developed. It is designed to lead the student step-by-step, in a systematic sequence, through a series of information or knowledge points, usually followed by questions. The "route" the student takes through the material varies as a function of their responses to questions. It has the advantage of being efficient in imparting knowledge, and it allows for individualized self-pacing.

Programmed instruction materials are not apt to be specially prepared for seminars such as the one in question, but are more likely to be adopted from existing materials. If this is done, it is crucial that the material be highly relevant to the topic, and those who assign it must be fully familiar with it. It must have a specific learning purpose.

It is unlikely that programmed instruction material will be included in this seminar on administration. Except for some technical topics such as accounting, finance, and perhaps decision making, little administrative topical material has been cast into the programmed instruction format. But if such material becomes available, faculty might consider its use, but only after careful evaluation of it and examination of its specific utility to this course.

4. Cases and Incidents

Cases are written records most typically of live organizational situations which occurred in the past. They are a sample of real life conditions. They may be quite long, or only a single page. Shorter cases are sometimes referred to as incidents. Cases may also include source documents, quantitative data, or other information useful for presenting the situation. Participants work alone or in groups, study the case, and prepare solutions in the form of recommendations or decisions to attack the problem(s) in the case. Participants are typically asked to present their results, hence an element of presentation skills and competition is introduced as side benefits.

Cases and incidents are designed to develop diagnostic, analytical, problem-solving and decision making skills. Decisions and recommendations are made, but not implemented as in other techniques described below. The case may call for deductive or inductive reasoning, or both. The presentation of solutions allows discussion among participants. Cases usually point out inadequacies in generation of alternative solutions, in completeness or responsiveness to case facts, and the like.

Cases and incidents are very useful and common in administrative training, and many cases exist that are relevant for a wide variety of administrative topics.

5. Simulations

Simulations for the purposes of this manual are defined in the broadest sense. They can take many diverse forms, only a few of which will be discussed because they are among the more widely used in administrator development. A simulation is defined as an operating representation of reality. The operating reality is actually created through the active involvement of participants who are asked to fulfill or take representative organizational roles. They are required to engage in behaviors that directly parallel organizational behaviors. They may work alone, in small teams, or in larger hierarchically configured organizations. Interactions within and between groups is possible. A common example of a simulation is that of a moot court used in the training of attorneys. Another is the reproduced ground cockpit for the training of pilots.

Unlike cases, simulations are dynamic as opposed to static. Events and demands occur, and change over time. A "history" is created in class by virtue of what participants do in reaction to the problem and to each other during the time period of the simulation. Simulations usually begin with well designed and structured material introduced at the onset of, and in some cases during the simulation.

Many simulations exist for the training of administrators. As with other techniques, faculty must carefully select them, and have some considerable experience in their use. They should not be experimented with, but rather included because experienced faculty have specific knowledge of the types of learning each simulation is designed to effect.

The common sequence in simulations is to instruct participants in the nature of the problem, the kinds of roles they will assume, and the rules of involvement. The simulation then takes place, generating a "live case" consisting of events that take place during the simulation. Once the simulation ends, reports, discussion, and summaries of events and learning takes place under the guidance of faculty.

Several examples of simulations follow:

(a) In-Basket or In-Tray Exercises. In this exercise, participants work individually. They are required to sit at a desk in an "office" situation and react to a series of items found in the "in-basket" on the desk. These items consist of memoranda, letters, phone messages, reports, invitations, announcements, and the like. They may be drawn directly from the files of an actual job, or created for the exercise. They must be realistic, using different types of paper and letterheads for example. Even "live" phone calls can be used.

Participants do not record what they would do, but actually do it. They prepare responses as if they were the job incumbent. They may respond to or ignore materials, and may be asked to sequence them in priority order. The exercise begins with an orientation to the job, the situation, and the organization in which the events take place. Upon completion of the exercise, participants are asked to give their "reasons for action" on a separate form so that their actions to in-basket items may be clearly interpreted.

This technique allows analysis of individual styles of behavior, analysis of the adequacy and the implications of actions taken, and comparison and discussion of actions taken by other participants on each in-basket item. The technique attempts to examine and develop decision making skills, and in some senses, each in-basket item can be interpreted as an "incident". Hence, the description and use of cases and incidents described above also applies here.

In-basket exercises are commonly used in managerial training, and even selection. They are not difficult to construct, and are interesting and absorbing to participants, generating excellent involvement and discussion.

(b) Role Playing. Role playing requires participants to interact with each other through the assumption and acting out of brief but prescribed roles. Usually, role assignments are preceded by a case-like statement which introduces the relevant background information on a problem. This creates the setting within which the role enactment and interactions take place. The problem and roles are constructed to accurately represent a real and important organizational situation. Participants are instructed to behave in their roles in realistic, non-theatrical ways to help ensure the reality dimension. As with most techniques, the faculty must conclude the role play, usually when a decision is made or a solution arrived at. Then a discussion and interpretation of events takes place.

Role play also requires the use of observer roles, typically with printed suggestions as to what to focus on during observation. This helps to enrich interpretation, and alleviates role-players from having to be both participant and observer.

Faculty may use single role play where one group performs, and other participants act as observers. With multiple role-play, several groups each with observers perform, and results are tabulated and compared during the interpretation period.

Through role-play, participants can fully experience the actual doing and deciding required of administrative roles. They can assess a wide variety of interactive effects. They have the opportunity to experiment with new behaviors, and to engage in and assess the effects of spontaneous behaviors in what is essentially a "low-risk" situation as compared to real life. The observer role helps to develop diagnostic and analytical skills as well.

Role-plays can be sequenced. Also, they may be addressed to a wide variety of administrative topics (allocation of resources, changes in work procedures, performance appraisal interviewing, to name but a few). They can be used to train skills in almost any area. There are many variations on role-play which most experienced trainers can adopt (role reversal, role substitutions, etc). A variety of role-play literature, cases and problems is available for administrative training situations. It is a widely used and very powerful technique to which most participants react very favorably.

(c) Games. Games contain a number of elements of in-basket and role-play techniques. For example, games put participants in individual and team roles, they are a form of recreation and representation of a real life organizational problem or situation, actual decisions are made by participants, and performance is assessed and compared. However, exercises typically referred to as games, consist of some additional elements. Frequently, a whole organization or significant component of an organization is simulated. It is a model of a reasonably whole component of reality, typically an organizational setting in the case of administration-relevant games. Furthermore, the organization as created evolves over time, and decisions and other actions take place as part of a sequence of requirements. Often, decisions are required at a specified point in time, and are followed by feedback on what resulted or what the impact of the decision was. Decisions often focus on the allocation of resources, and require participants to plan, arrive at, and implement strategies. Where computer games are used, decisions of each person or team are entered into the computer, analyzed, and results fed back in preparation for another round of decisions. Such games can be quite complex, are capable of scoring performance and comparing performance between decision makers or against norms derived from past players of the game.

Games are used for inventory problems, marketing strategies, planning problems, work scheduling, and the like. They require much development, yet many available games, if judged carefully to be relevant by the faculty, may be adopted for use.

Games foster live real-time decisions, responses to feedback (i.e., impact in terms of changes in the decision environment), competition and conflict strategies, interpersonal and team skills, and test the imagination of participants.

6. Other Structured Problems and Exercises. In addition to the more formal and perhaps lengthier simulations described above, experienced trainers are aware of and almost always utilize a wide variety of problems and exercises. There are so many of these that they defy description. Most texts contain them. Entire manuals for trainers are available which present and explain these exercises. They cover a wide range of content, and involve participants in exercises which test their skills, subject their values to application and scrutiny, and help in the accumulation of relevant knowledge. Their use is widespread and highly recommended.

   These exercises should be included and strategically located throughout the training sequence. As with other approaches, they may be performed individually or in teams, and participant efforts are discussed and interpreted following the exercise.

7. Unstructured Group Experiences. Sometimes referred to as T-group training or Sensitivity Training, unstructured group experiences are designed to improve the interpersonal effectiveness of participants. It attempts to enhance their skills as showing sensitivity to others, gaining awareness of others' needs, and assessing and improving their reaction to others as well as their impact on others. It is considered unstructured because the trainer, assuming a highly passive role, presents few instructions, goals, or rules of interaction. The participants proceed in a "void" and the behavior they engage in fills that void and itself becomes the subject of study. People work on interpersonal behaviors and problems they themselves initiate. They are encouraged to experiment with new behaviors that might improve their interactions with others, and to make such interaction more "fulfilling" and "authentic". People are expected to learn from the conseuqneces of their own and others' actions.

This training method can be powerful, stressful, and quite dramatic. As a result, it is considered as a highly controversial technique, and there is some argument that other group dynamics techniques which are more structured, yet less stressful, should be utilized. Furthermore, it is very important to understand that trainers should have specialized training in this technique before attempting it. Institutes exist for such training such as the National Training Laboratories in the United States. Trainers who are skilled at other techniques cannot consider themselves automatically capable of handling unstructured groups. The risks involved, however debatable, are sufficient to require additional and specialized training in the use of this technique.

Program directors and coordinators should seriously evaluate and justify the need for this technique before building it into the program. They should also carefully assess the qualifications, training, and experience of faculty who propose to utilize it.

8. Workshops for Transfer to Home Setting. Workshops may be conducted in a number of ways; small groups or the total groups may be involved, general or specific assignments or problems may be the subject of the workshop. What differentiates them typically is that participants discuss, apply, or assess and plan the application of learning to home organizations. Or they may attempt to work through problems, plans, or programs relevant for their home organizations, or themselves in particular. They can exchange ideas and experiences, learn from others, and otherwise pool their resources. They may use the workshop to identify and formulate opportunities for themselves or their organizations.

   Many relevant problems exist for workshop involvements. For example, participants may be asked to identify a back-home organizational structure problem or strength, sharing their conclusions about such conditions with others. They may work individually, then share and help each other in identifying and planning to solve their own personal and continuing management development strategy for implementation after the conference. An infinite number of such problems have potential for workshops.

   Such workshop topics may be generated by faculty before and during the conference. Faculty may wish to poll participants to generate workshop topics. Whatever the method, the workshop success depends on the relevance, value, and importance of what is discussed. Hence, it might be indicated to create workshop groups around several topics, allowing participants to choose a group whose topic is most meaningful to them. Depending on time available and the breadth of interest in a topic, subgroup conclusions can be shared in a plenary session.

9. Special Use Assessment Instruments. This is not a technique in and of itself, but rather refers to and recognizes the fact that within any or all training techniques, it is possible to use various "assessment" devices. Regardless of topic or method, trainers often ask participants to fill out questionnaires that encourage evaluation, review, and/or structured description of relevant phenomena. For example, a person using a paper-and-pencil instrument may describe their own or other's perceived leadership style. Or they may assess their values or various

beliefs or opinions. Instruments may also assess such things as elements of group behavior and effectiveness, or styles of coping with administrative problems. Such instruments could also be used to assess knowledge to identify training needs. There is no limit on the content of such instruments. A number of widely used instruments exist. Results or scores on such instruments may be shared, or if indicated, kept private.

Such devices have several benefits. They provide a common base for discussing topical dimensions, thus focusing participants toward a common descriptive framework. They allow for insights into one's own behavior, as well as the behavior of others. They can form a planning basis for participants who desire to improve on a given dimension of behavior. If an instrument has been widely used and results (norms) published, participants can compare their results with other defined populations. Or, in the absence of such data, they may compare their results with other participants or with the total group averages.

The main caution in the use of such instruments is that steps be taken by the faculty to ensure that results or "scores" are not misinterpreted. Faculty must be sensitive to the reliability and validity of such instruments, and be able to use the results of them constructively. Their meaning should not be carried to extremes. Rather, the results should be used mainly as catalysts or a springboard into more concrete and valid self-examination and insight. These instruments thus are tools, not ends in themselves.

10. Audiovisual Materials. The use of varied media should include the incorporation of audiovisual materials if possible. These techniques help to dramatize information, sharpen its presentation, and may enhance learning and recall because they call upon a wider use of the senses. In this vein, for example, films may have greater impact than lectures.

    Audiovisual materials may be used for presentation or for feedback to participants. In the presentation mode, one may make use of films, filmstrips, slides, overhead or opaque projectors, audiotapes, slide-tape combinations, or television tapes. In the feedback mode, videotape may be utilized. That is, participants may be videotaped in the performance of an exercise, then be given the opportunity to observe themselves upon replay.

    Again, faculty should be skilled and experienced in a particular medium or the technique of employing a medium. Nothing is more dysfunctional than to distract an audience with inept use of audiovisual modes.

11. Selected Bibliography on Methods. While the faculty members who are engaged to serve as resource personnel for the management workshop would be expected to have had experience with the use of the different educational methods, we thought it might be useful to incorporate here a brief and selected bibliography of materials which provide further insight and analysis of the several methods briefly touched upon in the section just concluded.

General Bibliography

Argyris, C. Explorations in interpersonal competence - II. J. appl. Behavioral Science, 1965, 1 (3), 255-269.

Bass, B. M. and Vaughan, J. A. Training in industry: The management of learning. Belmont, California: Wadsworth Publishing Company, 1966.

Bradford, L., Gibb, J., and Benne, K. T-group theory and laboratory method: Innovation in re-education. New York: Wiley, 1964.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif. Fearon Publishers, 1962.

Popham, James, and Baker, Eva. Establishing Instructional Goals. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Zoll, Allen A., III. Dynamic Management Education. Reading. Mass.: Addison-Wesley, 1969.

Programmed Instruction

Skinner, B. F. The science of learning and the art of teaching. Harvard Educational Review, 1954, 24, 86-97.

Case Studies

Andrews, Kenneth R., ed., The case method of teaching human relations and administration, Harvard University Press, Cambridge, Mass., 1960.

McNair, Malcolm P., ed., The Case Method at the Harvard Business School, McGraw-Hill, New York, 1954.

Simulation

Basil, Douglas C., Cone, Paul R., and Fleming, John. Executive decision-making through simulation. Columbus, Ohio: Charles E. Merrill Books, 1965.

Boocock, Sarane, and Schild, E.O. Simulation and gaming. New York: American Management Association, 1961. Report No. 55.

Guetzkow, Harold, ed. Simulation in social science: Readings. Englewood Cliffs, N.J.: Prentice-Hall, 1962.

Lavin, Richard. "Simulation, Standards and the Seventies," Library Journal 94 (November 15, 1969): 4216-4217.

Maidment, Robert, and Bronstein, Russell H. Simulation games: Design and implementation. Columbus, Ohio: Merrill, 1973.

Ramey, James W. "Simulation in Library Administration," Journal of Education for Librarianship 8 (1967): 85-93.

Scott, Andrew M., Lucas, William A., and Lucas, Trudi M. Simulation and national development. New York: Wiley, 1966. Chapter 9, "The Procedures and Uses of Simulation," pp. 159-177.

In-Basket Techniques

Frederiksen, Norman. In-Basket Tests and Factors in Administrative Performance, in Simulation in social science: Readings, ed. Harold S. Guetzkow. Englewood Cliffs, N.J.: Prentice-Hall, 1962.
Herron, Lowell. Executive action simulation. Englewood Cliffs, N.J.: Prentice-Hall, 1961.
Jaffee, Cabot L. Problems in supervision: An in-basket training exercise. Reading, Mass.: Addison-Wesley, 1968.
Lopez, Felix M., Jr. Evaluating executive decision making: The in-basket technique. New York: American Management Association, 1966. Research Study No. 75.

Role Playing

Chesler, Mark, and Fox, Robert. Role-playing methods in the classroom. Chicago: Science Research Associates, 1966.
Corsini, Raymond J., Shaw, Malcolm E., and Blake, Robert R. Roleplaying in business and industry. New York: Free Press of Glencoe, 1961.
Klein, Alan F. Role playing in leadership training and group problem solving. New York: Association Press, 1956.
Maier, Norman R.F., Solem, Allen R., and Maier, Ayesha A. The role-play technique: A handbook for management and leadership practice. LaJolla, California: University Associates, Inc., 1975.

Games

Abt, Clark C. Serious games. New York: Viking, 1970.
Boocock, Sarane S., and Schild, E.O., eds. Simulation games in learning. Beverly Hills, Calif.: Sage Publications, 1968.
Carlson, Elliot. Learning through games. Washington, D.C.: Public Affairs Pre, 1969.
Gordon, Alice K. Games for growth. Chicago: Science Research Associates, 1970.
Graham, Robert G., and Gray, Clifford F. Business games handbook. New York American Management Association, 1969.
Greene, Jay R., and Sisson, Roger. Dynamic management decision games. New York: Wiley, 1959.

SECTION IV

QUALIFICATIONS OF DIRECTOR(S) AND FACULTY

A. Program Director Qualifications

It is clear that in the offering of the type of workshop described here, a crucial element in its success is the contribution made by the director(s) who serves during the course of the program as the resident manager of the workshop. In some instances, it may be possible to engage as director an individual who combines competence in management with understanding and experience in the application of administrative techniques to information organizations. Sometimes, co-directors may be used to advantage. The authors of the present report have served together in such a mutually reinforcing working relationship. One is drawn from management education and consulting, with academic preparation in industrial psychology, while the other is drawn from librarianship, with a business management and economics education as well.

The program director must be formally educated and bring experience to his role. Even though the director is not personally involved in offering each component of the program, his familiarity with the range of topics and with the teaching techniques described earlier, is essential to effective interrelation of program elements and to working harmoniously with the faculty members who participate by offering half-day or one-day programs in their field of expertise.

The director is also an individual with contacts and associations in both the worlds of management and information, sensitive to instructional methods and skills in group interactions, and politically and culturally sympathetic to working with individuals drawn from wide geographic areas and culturally variable settings. Moreover, such an individual will have thoroughgoing experience in the design of workshop programs and training seminars, for such offerings are more often than not fundamentally different from conventional academic courses. The program director must also serve in a faculty role and be knowledgeable and competent in several of the substantive areas covered in the program.

B. Faculty Members

One of the most strategic elements in assuring success is the selection of faculty members. Because of the need for variety in approach and method, it is advantageous to choose individuals to play teaching roles who bring with them skills in a range of different methods. This will lead to the type of interesting and necessary diversity in techniques described earlier. A primary requirement is faculty members who are experienced and skillful in offering workshop instruction, who are able to interact and relate to participants through the utilization and exploitation of interactive teaching methods. In addition, formal graduate university study in management or the behavioral sciences which center upon organizational problems (social psychology, sociology, political science, or like fields are illustrative) would be a necessary qualification for any faculty member. The personality of such a faculty member is suited to and appropriate for the role of training of participants, so that they will learn through practice, discussion, exercises, cases, problem solving devices - in short, through a high degree of participant involvement.

It is always attractive for the faculty group to be made up of individuals drawn from a different range of orientations, including scholarly work, management consulting practice, practical administrative application experience, and academic roles. But the paramount requirement is for individuals sensitive to the need to involve participants actively in the experience. To be assured that this will take place, program directors and program planners must seek faculty members with successful training or workshop experience, rather than rely upon university faculty members or public administrators without this type of practical training experience.

Professional management trainers are a particularly valuable type of faculty resource when they are available in a region. Faculty members may also be chosen for their recognized understanding of the political, cultural and organizational conditions in the region or country where the program is to be offered. By identifying these characteristics they may enrich a program by explaining important dimensions of the administrative role which would not be possible when the faculty is comprised solely of individuals drawn from different regions and cultures.

In the identification and selection of potential faculty, it is not sufficient to depend solely upon vita statements, but reliance must be placed very heavily upon practical experience in workshop situations. Moreover, it must be made clear to potential faculty that involvement and interaction methods, problems and exercises, usefully serve as the prime vehicle for enhancing participant learning. Those inexperienced or insensitive to such methods would then be less likely to play a role in the program.

The question of how many faculty members, in addition to the program director, constitute an ideal sized group is not easily susceptible of resolution. Where a culture affords the opportunity of employing a good number of well prepared management trainers, a larger number will obviously be advantageous. Yet, the coordination of a larger group calls for more interactions and prior discussion, as well as effective interlinking of the ingredients by the program director. Only when a program is to be repeated several times so that interrelationships can be improved and smoothed out over time, does the utilization of a large cadre of faculty members prove advantageous. It is probably more effective to employ a faculty group of no more than five or so individuals in addition to the program directors. To divide subjects too narrowly (as for example, half-day assignments) leads to more complicated problems of maintaining program continuity and relationships. Of course, the local or regional situation will profoundly influence what may be the ideal number of faculty participants.

SECTION V

ARRANGEMENTS, FACILITIES AND PROGRAM AMBIENCE

A crucial component in the offering of the program is the program planning and arrangements which are managed by the host organization. It is necessary to distinguish and to differentiate the responsibilities of the host organization and its personnel from those of the workshop director. The director must be centrally concerned with substantive components of the program, including faculty involvement and participant interaction. It is the responsibility of the local host organization to ensure the effective arrangements in advance of the program, and to see to logistical and non-educational components. Many of the significant questions regarding these matters have been treated in another UNISIST manual.[3]

For the purposes of the workshop in management, it is essential that there be available a site which offers the participants a significant change from the usual environment of the workplace and provides them with a personal ambience conducive to study, relection and discussion, removed from the pressures of the workaday world. This implies that the participants and faculty will be housed in a setting remote from urban distractions, and ideally, in an environment where there is attractive scenery and serenity, as well as the opportunity for leisure time recreational pursuits. Accommodations for participants should be comfortable, well lighted and clean, and food arrangements should be consistent with normal cultural and dietary preference in the region. Many centers have been established in different parts of the world expressly to satisfy such program requirements, and management workshops succeed most effectively when they take place in such settings.

Exceedingly important are the quality and the versatility of the instructional spaces. For purposes of variation in the workshop methodology, there must be the capacity for arranging furniture flexibly, for moving into different size groups, and for breaking the larger group into smaller components to work on problems and exercises. It is recommended that one main conference room be combined with the availability of several other, smaller meeting rooms. With this configuration, the total group can divide into smaller groups who can use the smaller rooms to work.

Moreover, appropriate equipment and materials, such as audiovisual, film and sound equipment, and overhead projectors and screens should be easily at hand. In addition, comfortable seats and writing space, as well as adequate lighting is essential. Temperature control permitting a comfortable level is very much desired. Assistance from center personnel when specific needs arise without advance indication is also very important. Flip charts, marking pencils, ample supplies of writing paper and notebooks for participants are needed, as is recourse to photocopy equipment for use by faculty and students when special requirements need to be met.

---

[3] Atherton, Pauline. UNISIST Guidelines for the Organization of Training Courses, Workshops and Seminars in Scientific and Technical Information and Documentation, UNESCO, Paris, France, April 1975. SC/75/WS/29.

The assignment of an individual by the host organization to serve as program coordinator to work with the director of the workshop, facilitates very much the conduct of the program. Moreover, such an individual gains valuable experience through involvement in program arrangements and interactions with the program director and with faculty members, thereby building experience and knowledge which may serve well in the future design, planning and offering of workshops in the region.

SECTION VI

TREATMENT OF PROGRAM CONTENT

It perhaps goes without saying that it is essential for there to be general agreement and understanding among all of those concerned with the program (workshop director, sponsoring bodies and faculty members) about specific content elements and responsibilities, in order to plan and arrange an effective program. The director normally will take responsibility for program design and subject content, but program elements need to be clearly understood and accepted by the sponsoring organizations. Furthermore, faculty members with responsibility for particular components need to be apprised of the overall thrust of the program and about all of the elements of program content if they are to understand clearly where and how their contribution fits. It is for this reason that distribution and sharing of information about the detailed program elements and their interrelationships, requires discussion, review and acceptance as early as possible in the planning stages. While the primary initiatives may be expected to be drawn from the experience and perspectives of the director, the sponsoring bodies and local and regional faculty members have a role to play in helping to shape the total content and particularly, the particular sequence of subject presentation.

The proposed topical outline for a workshop of two weeks duration which follows, is based upon some ten years of workshop experience with individuals from library and information organizations in different parts of the world. It is a suggested outline and framework, rather than a rigid prescription. Variations are obviously possible based upon local or regional needs and conditioned by the availability of effective faculty contributors. Moreover, the sequence suggested is recommended, but not inviolate, since there may well be need for variation in the order of presentation and coverage of the particular topics because of faculty scheduling problems.

The content and program elements outlined hereafter, and further elaborated in the basic and extended bibliographies which have been selected as supportive of these elements is built upon the reasoning provided earlier in this account - a concentration upon human and behavioral issues. The program is arranged in logical sequence. The topical subject matter outline is supplemented by a basic bibliography of recommended readings on each subject. These are followed by extended bibliographies. The extended bibliographies offer participants further selections which are designed to lead the user more deeply into the literature of the subject. As indicated earlier, the propensity of faculty members will vary as to the need for reading to precede or follow a particular session. But the selections offered complement the subject outline, and serve as an important supplement to the rest of the workshop materials.

A. Illustrative Workshop Outline

The outline for the worshop over a two-week period which is provided hereafter, arranges the topics covered in a proposed sequence which has proved effective in earlier offerings.

FIRST WEEK

	Morning	Afternoon
Monday	Role of the Administrator in Complex Organizations	Role of the Administrator in Complex Organizations
Tuesday	Organization Structure: Design and Dynamics	Organization Structure: Design and Dynamics
Wednesday	Managing for Motivation and Productivity	Managing for Motivation and Productivity
Thursday	Managerial Leadership	Performance Appraisal and Development of Employees
Friday	Establishing and Implementing Objectives	Establishing and Implementing Objectives

SECOND WEEK

	Morning	Afternoon
Monday	Group Problem Solving and Discussion Leadership	Group Problem Solving and Discussion Leadership
Tuesday	Financial Analysis, Planning and Control	Financial Analysis, Planning and Control
Wednesday	Financial Analysis, Planning and Control	Financial Analysis, Planning and Control
Thursday	Managerial Decision Making	Trends and New Directions in Information Organization Administration
Friday	Workshop and Open Forum	Workshop and Open Forum

It will be noted that the topical outlines are in most cases rather detailed and extensive. This does not suggest that it is either possible or recommended that faculty ocver all aspects of a topical outline. Critical decisions will have to be made regarding how much of an outline to cover in the course, and what emphases are to be made.

Faculty may desire to rewrite or prepare their own outlines, drawing from those that follow, for final distribution to participants. In this manner, participants will not feel as if less than what was intended was covered during a particular session. Another alternative is to include a complete outline, orient participants as to which aspects of it are to be covered, and recommend how participants might pursue other topics on the outline at future times. This latter approach is recommended, for it gives the participants a more thorough overview of topical areas and encourages further study and self-development.

B. TOPICAL OUTLINES
AND
BIBLIOGRAPHIES

1. THE ROLE OF THE ADMINISTRATOR IN COMPLEX ORGANIZATIONS

I. Objectives of the Session

1. The transition of the technical functionary to a managerial role
2. Conceptualizing tasks and opportunities of the administrator
3. The comparative nature of the administrative process
4. Exploration of values (personal and organizational)
5. The limits of perfect decisions - balance between idealism and opportunism
6. Identifying the managerial role of the information organization administrator

II. Topical Areas Introduced

1. Bureaucracy and its characteristics
2. Leadership styles
3. Decision-making strategies
4. Organizational dynamics
5. Formulation of objectives
6. Program planning and development
7. Control and reappraisal
8. Assessment of results
9. Authority systems
10. Finance and budgeting control
11. Communications
12. Political considerations
13. Innovation
14. Professionalism

BASIC BIBLIOGRAPHY

Wasserman, Paul and Mary Lee Bundy, eds. Reader in library administration. Washington, D.C.: Microcard Editions Books, copyright 1968, fifth printing 1974. 404 p.

Introduction, p. xi-xii

Understanding Organizational Behavior, p. 41
  Introduction to Bureaucracy, p. 43
  The Decision-Making Approach, p. 63
  Organizational Dynamics, p. 95

The Search for Rationality, p. 123
  Formulation of Objectives, p. 125
  Controlling and Reappraising, p. 147
  Assessment of Results, p. 167

Blau, Peter M. Bureaucracy in Modern Society, p. 44-45

Hutchins, Robert M. The Administrator, p. 326-334

2. ORGANIZATION STRUCTURE: DESIGN AND DYNAMICS

I. Key Factors in the Process of Organizing

A. Hierarchical Concerns

1. The concepts of authority and influence
2. Scalar chain principles

3. The complexities of delegation
4. Problems in unity of command
5. Models for the determination of span of control
6. Managerial progression and the Peter Principle
7. Managerial personality and organization design
8. Centralization-Decentralization issues
9. The organization as a federation
10. Line and staff interactions and dynamics

B. Horizontal and Diagonal Concerns

1. Specialization and the division of labor
2. Creation of meaningful jobs
3. Integration of individuals and organization
4. Contributions of role theory: Role sets and the problems of role conflict and ambiguity
5. Departmentation alternatives: Advantages and disadvantages of alternative approaches
6. Work flow and the "form follows function" concept
7. Responsibility versus authority dilemmas
8. Multiple memberships and the linking-pin concept
9. Mechanisms for coordinative efforts

II. Managerial Issues in the Organizing Process

1. Formal versus informal organization: A necessary distinction?
2. Hierarchy and shape: Flat versus tall organization structures
3. Intergroup relations: The problem of coordination and the management of conflict
4. The issue of permanence versus temporariness of structural components
5. The managerial attitudes toward organizational complexity and diversity
6. The flexibility of organization structure: Issues in bureaucracy

III. Modern Views on Organization Design

1. Assessment of the organizational environment: Human, institutional, and technological
2. Organizational boundaries and the boundary spanning roles
3. New venture management: The organization and the entrepreneurial function
4. Structural adaptation
5. Diversity and appropriate flexibility levels
6. The differentiation-integration requirements
7. Special roles and structures in coping with uncertainty and change
8. Program and project management
9. Management of the task force
10. Committee management
11. Personnel accountability under the multiple role system

ORGANIZATION STRUCTURE: DESIGN AND DYNAMICS

BASIC BIBLIOGRAPHY

1. Blau, Peter M. Bureaucracy in process. In: Bureaucracy in modern society, p. 45-67. New York, Random House, 1956. 127 p.

2. Delbecq, Andre L.; et al. Matrix organization: A conceptual guide to organization variation. Wisconsin Business Papers (Madison, Wisconsin), no. 2, September 1969, 28 p.

3. Filley, Alan C.; House, Robert J. Management process and organizational behavior. Glenview, California, Scott Forsman, 1969. 499 p.

4. Galbraith, Jay R. Matrix organization designs. Business Horizons (Bloomington, Indiana), February 1971, p. 29-40.

5. Lawrence, Paul R.; Lorsch, Jay W. Differentiation and integration in complex organizations. Administrative Science Quarterly (Ithaca, New York), June 1967, p. 1-47.

6. Likert, R. An integrating principle and an overview. In: New patterns of management, p. 104-117. New York, McGraw Hill, 1961. 279 p.

7. Miner, John B. Bridging the gulf in organizational performance. Harvard Business Review (Boston, Massachusetts), July-August 1968, p. 102-110.

8. Seashore, Stanley E. Group cohesiveness in the industrial work group: Summary and conclusions. In: Group cohesiveness in the industrial work group, p. 97-102. Ann Arbor, Michigan, University of Michigan Press, 1965. Reprinted by permission of The Institute for Social Research, University of Michigan. 107 p.

9. Thompson, James D.; Tuden, Arthur. Strategies, structures and processes of organizational decision. In: Comparative studies in administration, p. 496-515. Pittsburgh, Pennsylvania, University of Pittsburgh Press, 1959. 224 p.

10. Walker, Arthur H.; Lorsch, Jay W. Organization choice: Product vs. function. Harvard Business Review (Boston, Massachusetts), November-December 1968, p. 129-138.

11. Wickesberg, A. K.; Cronin, T. C. Management by task force. Harvard Business Review (Boston, Massachusetts), November-December 1962, p. 111-118.

EXTENDED BIBLIOGRAPHY

1. Azumi, K.; Hage, J. Organizational systems: A test-reader in the sociology of organizations. Lexington, Massachusetts, D. C. Heath, 1972. 581 p.

2. Barkdull, C. W. Span of control - A method of evaluation. Michigan Business Review (Ann Arbor, Michigan), July, 1966.

EXTENDED BIBLIOGRAPHY (Contd.)

3. Blau, P. A formal theory of differentiation in organizations. American Sociological Review (Washington D.C.), April 1970, p. 201-218.

4. Burns, T.; Stalker, G. M. The management of innovation. London, Tavistock Publications Limited, 1961. 269 p.

5. Butler, A. G., Jr. Project management: A study in organizational conflict. Academy of Management Journal (Eugene, Oregon), March 1972, p. 84-101.

6. Calhoon, R. P. Niccolo Machiavelli and the twentieth century administrator. Academy of Management Journal (Eugene, Oregon), June 1969, p. 205-212.

7. Corwin, R. G. Patterns of organizational conflict. Adminstrative Science Quarterly (Ithaca, New York), December 1969, p. 507-521.

8. Cummings, L. Organizational climates for creativity. Academy of Management Journal (Eugene, Oregon), September 1965, p. 220-227.

9. Drucker, P. F. New templates for today's organizations. Harvard Business Review (Boston, Massachusetts), January-February 1974, p. 45-53.

10. Dunnette, M. D.; Brown, Zita M. Behavioral science research and the conduct of business. Academy of Management Journal (Eugene, Oregon), June 1968, p. 177-188.

11. Emery, F. E. Bureaucracy and beyond. Organizational Dynamics (New York), Winter 1974, p. 2-13.

12. Flippo, E. G. Integrative schemes in management theory. Academy of Management Journal (Eugene, Oregon), March 1968, p. 91-98.

13. Galbraith, J. Matrix organization designs. Business Horizons (Bloomington, Indiana), February 1971, p. 29-40.

14. Gibson, J. L. Organization theory and the nature of man. Academy of Management Journal (Eugene, Oregon), September 1966, p. 233-245.

15. Gordon, P. J. All very well in practice! But how does it work out in theory? Wilson Library Bulletin (New York), March 1968, p. 676-685.

16. Greenwood, W. T. Future management theory: A "comparative" evolution to a general theory. Academy of Management Journal (Eugene, Oregon), September 1974, p. 503-513.

17. Hall, R. Organizations: Structure and process. Englewood Cliffs, New Jersey, Prentice-Hall, 1972. 354 p.

18. Hellriegel, D.; Slocum, J. W., Jr. Organizational design: A contingency approach. Business Horizons (Bloomington, Indiana), April 1973, p. 59-68.

EXTENDED BIBLIOGRAPHY (Contd.)

19. Hickson, D. J.; et al. A strategic contingencies' theory of intraorganizational power. Administrative Science Quarterly (Ithaca, New York), June 1971, p. 216-229.

20. Koontz, H. A model for analyzing the universality and transferability of management. Academy of Management Journal (Eugene, Oregon), December 1969, p. 415-430.

21. Lawrence, P. R.; Lorsch, J. Differentiation and integration in complex organizations. Administrative Science Quarterly (Ithaca, New York), June 1967, p. 1-47.

22. Lawrence, P. R.; Lorsch, J. Organization and environment: Managing differentiation and integration. Boston, Massachusetts, Harvard University Division of Research, 1967. 279 p.

23. Lynton, R. P. Linking an innovative subsystem into the system. Administrative Science Quarterly (Ithaca, New York), September 1969, p. 398-417.

24. Mackenzie, R. A. The management process in 3-D. Harvard Business Review (Boston, Massachusetts), November-December 1969, p. 80-87.

25. Meier, R. L. Communications stress - threats and remedies. Organizational Dynamics (New York), Winter 1973, p. 69-80.

26. Milne, R. S. Mechanistic and organic models of public administration in developing countries. Administrative Science Quarterly (Ithaca, New York), March 1970, p. 57-68.

27. Osborn, R. N.; Hunt, J. G. Environment and organizational effectiveness. Administrative Science Quarterly (Ithaca, New York), June 1974, p. 231-246.

28. Perrow, C. The short and glorious history of organization theory. Organizational Dynamics (New York), Summer 1973, p. 2-15.

29. Pondy, L. R. A systems theory of organizational conflict. Academy of Management Journal (Eugene, Oregon), September 1966, p. 246-256.

30. Pondy, L. R. Varieties of organizational conflict. Administrative Science Quarterly (Ithaca, New York), December 1969, p. 499-506.

31. Reeser, C. Some potential human problems of the project form of organization. Academy of Management Journal (Eugene, Oregon), December 1969, p. 459-468.

32. Schmidt, S. M.; Kochan, T. A. Conflict: Toward conceptual clarity. Administrative Science Quarterly (Ithaca, New York), September 1972, p. 359-370.

ORGANIZATION STRUCTURE: DESIGN AND DYNAMICS

EXTENDED BIBLIOGRAPHY (Contd.)

33. Scott, W. G. Organization theory: A reassessment. Academy of Management Journal (Eugene, Oregon), June 1974, p. 242-254.

34. Shetty, Y. K.; Carlisle, H. M. A contingency model of organization design. California Management Review (Berkeley, California), Fall 1972, p. 38-45.

35. Thompson, J. D. Organizations in action: Social science bases of administrative theory. New York, McGraw-Hill, 1967. 192 p.

36. Thompson, V. A. Hierarchy, specialization and organizational conflict. Administrative Science Quarterly (Ithaca, New York), vol. 5, no. 4, 1961.

37. Thompson, V. A. Bureaucracy and innovation. Administrative Science Quarterly (Ithaca, New York), vol. 10, no. 1, 1965, p. 1-20.

38. Toffler, A. Future shock. New York, Random House, 1970. 505 p.

39. Walton, R. E.; Dutton, J. M. The Management of interdepartmental conflict: A model and review. Administrative Science Quarterly (Ithaca, New York), March 1969, p. 73-90.

40. Wickesbarg, A. K.; Cronin, T. C. Management by task force. Harvard Business Review (Boston, Massachusetts), November-December 1962, p. 111-118.

41. Woodward, Joan. Industrial organizations: Theory and practice. London, Oxford University Press, 1965. 281 p.

3. MANAGING FOR MOTIVATION AND PRODUCTIVITY

I. Motivationally Based Outcomes

1. The nature of outcomes to achieve
2. Productivity indices
3. The nature of satisfaction at work
4. Withdrawal symptoms: Tardiness, absenteeism, turnover, grievances and grumbles
5. Learning and growth
6. Commitment and sensitivity to the organization
7. Relationships among criteria of effectiveness

II. Approaches to Motivation: Theories and Practical Implications

1. Needs, drives, goals, dissonance: Activated behavior
2. Needs theory as applied to work
3. Goal Theory: Aspiration level and the value of feedback
4. Operant theories: Determinants of behavior and behavior modification
5. Equity and dissonance theories
6. Two factor theory: Characteristics and basic issues
7. Expectancy theory: Basic model
8. Expectancy theory: Extended model
9. Managerial interventions in the expectancy model
10. The diagnostic posture: Search for and identification of causal factors

III. Opportunities and Limitations in Managerial Strategies

1. An essential: Acceptance of the power of self-esteem
2. Diagnostic postures and the concept of individual differences
3. Differentiation between the context and the content of work
4. The pervasive power of the work group: Norms, sanctions, and rewards
5. Key elements in task design
6. The role of supervision and leadership styles
7. Managerial decision-making for use in participative leadership
8. Task design: Monotony, fatigue, and activation theory
9. Task design: Opportunities for job enlargement and enrichment
10. What many workers expect from the organization

    (a) role clarity
    (b) consensus on expectations
    (c) opportunity to perform
    (d) support
    (e) feedback
    (f) rewards

IV. Some Special Problems

1. Managing disciplinary problems
2. Dealing with the problem worker
3. Managing the high performer
4. Dealing with change

    (a) diagnosis
    (b) participation
    (c) exploratory posture
    (d) implementation and evaluation
    (e) revision

BASIC BIBLIOGRAPHY

1. Bennis, Warren G.; Shepard, Herbert A. A theory of group development. Human Relations (New York), no. 9, 1965, p. 415-457.

2. Herzberg, Frederick. One more time: How do you motivate employees? Harvard Business Review (Boston, Massachusetts), January-February, 1968, p. 53-62.

3. Lawler, Edward E., III. Job attitudes and employee motivation: Theory, research, and practice. Personnel Psychology (Durham, North Carolina), no. 23, 1970, p. 223-237.

4. Lawler, Edward E., III; Hackman, J. Richard. Corporate profits and employee satisfaction: Must they be in conflict? California Management Review (Berkeley, California), vol. xiv, no. 1, Fall 1971, p. 45-55.

5. Leavitt, Harold J. Unhuman organizations. Harvard Business Review (Boston, Massachusetts), July-August 1962, p. 90-98.

6. Nord, Walter R. Beyond the teaching machine: The neglected area of operant conditioning in the theory and practice of management. Organizational Behavior and Human Performance (New York), vol. 4, no. 4, November 1969, p. 375-401.

EXTENDED BIBLIOGRAPHY

1. Argyris, C. Personality and organization. New York, Harper Brothers, 1957. 291 p.

2. Argyris, C. Personality vs. organization. Organizational Dynamics (New York), Autumn 1974, p. 2-17.

3. Argyris, C. Personality and organization theory revisited. Administrative Science Quarterly (Ithaca, New York), June 1973, p. 141-167.

4. Baker, G. M. N. The feasibility and utility of human resource accounting. California Management Review (Berkeley, California), Summer 1974, p. 17-23.

5. Behling, O.; Labovitz, G.; Kosmo, R. The Herzberg controversy: A critical reappraisal. Academy of Management Journal (Eugene, Oregon), March 1968, p. 99-108.

6. Davis, K. Evolving models of organizational behavior. Academy of Management Journal (Eugene, Oregon), March 1968, p. 23-38.

7. Fitzgerald, T. H. Why motivation theory doesn't work. Harvard Business Review (Boston, Massachusetts), July-August 1971, p. 37-44.

8. Grote, R. C. Implementing job enrichment. California Management Review (Berkeley, California), Fall 1972, p. 16-21.

EXTENDED BIBLIOGRAPHY (Contd.)

9. Hamner, W. C. Reinforcement theory and contingency management in organizational settings. In: Tosi, H. L.; Hamner, W. C. *Organizational behavior and management: A contingency approach*, p. 86-112. Chicago, Illinois, St. Claire Press, 1974. 545 p.

10. Herzberg, F. *Work and the nature of man*. Cleveland, World, 1966. 203 p.

11. Huber, G. P. The application of behavioral science theory to professional development. *Academy of Management Journal* (Eugene, Oregon), September 1967, p. 275-286.

12. Hunt, J. G.; Hill, J. W. The new look in motivation theory and research. *Human Organization* (Washington, D.C.), vol. 28, no. 5, 1969, p. 100-109.

13. Kotter, J. P. The psychological contract: Managing the joining-up process. *California Management Review* (Berkeley, California), Spring 1973, p. 91-99.

14. Lawler, E. E.; Hackman, J. R. Corporate profits and employee satisfaction: Must they be in conflict? *California Management Review* (Berkeley, California), vol. xiv., no. 1, Fall 1971, p. 46-55.

15. Levinson, H. Asinine attitudes toward motivation. *Harvard Business Review* (Boston, Massachusetts), January-February 1973, p. 70-76.

16. Locke, E. A. Job satisfaction and performance: A theoretical analysis. *Organizational Behavior and Human Performance* (New York), no. 5, 1970, p. 484-500.

17. Locke, E. A. Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance* (New York), no. 3, 1968, p. 157-189.

18. Luthans, F.; Reif, W. E. Job enrichment: Long on theory, short on practice. *Organizational Dynamics* (New York), Winter 1974, p. 30-38.

19. Luthans, F.; White, D. D. Behavior modification: Application to manpower management. *Personnel Administration* (Washington, D.C.), July-August 1971, p. 41-47.

20. Maslow, A. *Eupsychian management*. Homewood, Illinois, Dorsey, 1965. 277 p.

21. McGregor, D. M. *The human side of enterprise*. New York, McGraw-Hill, 1960. 246 p.

22. McGregor, D. M. *The professional manager*. New York, McGraw-Hill, 1967. 202 p.

MANAGING FOR MOTIVATION AND PRODUCTIVITY

EXTENDED BIBLIOGRAPHY (Contd.)

23. Miles, R. E.; Ritchie, J. B. Participative management: Quality vs. quantity. California Management Review (Berkeley, California), Summer 1971, p. 48-56.

24. Mulder, M. Power equalization through participation? Administrative Science Quarterly (Ithaca, New York), March 1971, p. 31-39.

25. Myers, M. S.; Flowers, V. S. A framework for measuring human assets. California Management Review (Berkeley, California), Summer 1974, p. 5-16.

26. Myers, M. S.; Myers, Susan S. Toward understanding the worth ethic. California Management Review (Berkeley, California), Spring 1974, p. 7-19.

27. Nord, W. R. Beyond the teaching machine: The neglected area of operant conditioning in the theory and practice of management. Organizational Behavior and Human Performance (New York), November 1969, p. 375-401.

28. Paul, W. J., Jr.; Robertson, K. B.; Herzberg, F. Job enrichment pays off. Harvard Business Review (Boston, Massachusetts), March-April 1969, p. 61-78.

29. Porter, L. W.; Steers, R. M. Organizational, work, and personal factors in employee turnover and absenteeism. Psychological Bulletin (Washington, D.C.), vol. 80, no. 2, 1973, p. 151-176.

30. Schwab, D. P.; Cummings, L. L. Theories of performance and satisfaction: A review. Industrial Relations (Berkeley, California), October 1971, p. 408-430.

31. Sirota, D.; Wolfson, A. D. Pragmatic approach to people problems. Harvard Business Review (Boston, Massachusetts), January-February 1973, p. 120-128.

32. Sutermeister, R. A. Employee performance and employee need satisfaction: Which comes first? California Management Review (Berkeley, California), Summer 1971, p. 43-47.

33. Vroom V. Work and motivation. New York, Wiley, 1964. 331 p.

34. Whitsett, D. A. Where are your unenriched jobs? Harvard Business Review (Boston, Massachusetts), January-February 1975, p. 74-80.

4. MANAGERIAL LEADERSHIP

I. Power, Authority, and Influence

1. The organization setting: Hierarchy and status considerations
2. Traditional-legitimate authority
3. Referent power
4. Coercive power
5. Persuasion
6. Expert power
7. An integrating concept: Probability of changing behaviors of consequence
8. Limitations of overreliance on power and authority
9. Acceptance theory of power and authority

II. Key Assumptions About People

1. Authoritarianism versus authoritative
2. Theory X versus theory Y
3. Human relations versus human resources
4. Eupsychian assumptions
5. Close versus general supervision
6. The fallacy of the expectation for organizational loyalty
7. Trust and the nature of responsibility assumption
8. Role stress and the use of primitive models

III. Leadership Dimensions and Styles

1. The autocratic-democratic issue
2. Choosing a leader strategy
3. Two-dimensional theories

    (a) Task versus people
    (b) Initiating structure versus consideration
    (c) Managerial grid styles

4. Tell, sell, or problem solve
5. Four-factor theory

    (a) Support
    (b) Interaction facilitation
    (c) Goal emphasis
    (d) Work facilitation

6. Decisions about participation
7. Participatory skills
8. The potentials for leadership training

IV. Situational Theory

1. It all depends on the situation

    (a) Position power
    (b) Task structure
    (c) Leader member relations

2. Leader personality: The Least Preferred Co-worker score
3. LPC and performance of the group: Interaction with situation favorableness

4. Path-goal theory
5. Traits or skills: Selection, placement, and training alternatives
6. The diagnostic posture
7. The "form follows function" principle and implications for work group processes and effectiveness

BASIC BIBLIOGRAPHY

1. Bowers, David G.; Seashore, Stanley E. Predicting organizational effectiveness with a four-factor theory of leadership. Administrative Science Quarterly (Ithaca, New York), September 1966, p. 238-263.

2. Fiedler, Fred E. A contingency model of leadership effectiveness. Paper. Urbana, Illinois, University of Illinois, July 1963.

3. Filley, Alan C.; Jesse, Franklin C. Training leadership style: A survey of research. Personnel Administration (Washington, D.C.), vol. 28, no. 3, May-June 1965, p. 14-21.

4. Golembiewski, Robert T. Three styles of leadership and their uses. Personnel (New York), July-August 1961, p. 34-45.

5. Tannenbaum, R.; Schmidt, Warren H. How to choose a leadership pattern. Harvard Business Review (Boston, Massachusetts), vol. 36, no. 2, March-April 1958, p. 95-101.

EXTENDED BIBLIOGRAPHY

1. Barnard, C. I. The functions of the executive. Cambridge, Massachusetts, Harvard University Press, 1938. 334 p.

2. Blake, R. R.; Mouton, J. S. The managerial grid. Houston, Texas, Gulf Publishing Company, 1964. 340 p.

3. Campbell, J. P., et al. Managerial behavior, performance and effectiveness. New York, McGraw-Hill, 1970. 546 p.

4. Cartwright, D.; Zander, A. (eds.). Group dynamics. 3rd ed. New York, Harper and Row, 1968. 826 p.

5. Dowling, W. F.; Sayles, L. R. How managers motivate: The imperatives of supervision. New York, McGraw-Hill, 1971. 436 p.

6. Drucker, P. F. The effective executive. New York, Harper and Row, 1966. 178 p.

7. Drucker, P. F. Management's new role. Harvard Business Review (Boston, Massachusetts), November 1969, pp. 49-54.

8. Fiedler, F. E. A theory of leadership effectiveness. New York, McGraw-Hill, 1967. 310 p.

EXTENDED BIBLIOGRAPHY (Contd.)

9. Fiedler, F. E. How do you make leaders more effective? New answers to an old puzzle. *Organizational Dynamics* (New York) Autumn 1972, p. 2-18.

10. Fiedler, F. E. Change the job to fit the manager. *Harvard Business Review* (Boston, Massachusetts), September-October 1965, p. 115-122.

11. Greiner, L. E. What managers think of participative leadership. *Harvard Business Review* (Boston, Massachusetts), March-April 1973, p. 111-117.

12. Hare, P. A. *Handbook of small group research*. New York, The Free Press, 1962. 512 p.

13. Harrison R. Understanding your organization's character. *Harvard Business Review* (Boston, Massachusetts), May-June 1972, p. 119.

14. Hersey, P.; Blanchard, K. H. So you want to know your leadership style? *Training and Development Journal* (Madison, Wisconsin), vol. 28, no. 2, 1974, p. 22-37.

15. Hollander, E. P.; Julian, J. W. Contemporary trends in the analysis of leadership processes. *Psychological Bulletin* (Washington, D.C.), vol. 71, no. 5, p. 387-397.

16. Johnson, L. Toward a Y-system. *California Management Review* (Berkeley, California), Fall 1972, p. 22-29.

17. Katz, R. L. Skills of an effective administrator. *Harvard Business Review* (Boston, Massachusetts), January-February 1955, p. 33-42.

18. Levinson, H. On being a middle-aged manager. *Harvard Business Review* (Boston, Massachusetts), July 1969, pp. 51-60.

19. Likert, R. *New patterns of management*. New York, McGraw-Hill, 1961. 279 p.

20. Likert, R. *The human organization*. New York, McGraw-Hill, 1967. 258 p.

21. Lopez, F. M. *The making of a manager: Guidelines to his selection and promotion*. New York, American Management Association, 1970. 291 p.

22. Lowin, A. Participative decision making: A model, literature critique, and prescription for research. *Organizational Behavior and Human Performance* (New York), vol. 3, 1968, p. 68-106.

23. McGregor, D. M. *The human side of enterprise*. New York, McGraw-Hill, 1960. 246 p.

EXTENDED BIBLIOGRAPHY (Contd.)

24. McGregor, D. M.; Leadership and Motivation. (Bennis, Warren G., et al, eds.). Cambridge, Massachusetts, MIT Press, 1968. 286 p.

25. McLennan, K. The manager and his job skills. Academy of Management Journal (Eugene, Oregon), September 1967, p. 235-246.

26. McNamar, R. T. Building a better executive team. California Management Review (Berkeley, California), Winter 1973, p. 59-70.

27. Mager, R. F.; Pipe, P. Analyzing performance problems or 'you really oughta wanna'. Belmont, California, Fearon Publishers, 1970. 111 p.

28. Mahoney, T. A.; Jerdee, T. H.; Carroll, S. J. The job(s) of management. Industrial Relations (Berkeley, California), vol. 4, no. 2, 1965, p. 97-110.

29. Marrow, A. J.; Bowers, D. G.; Seashore, S. E. Management by participation: Creating a climate for personal and organizational development. New York, Harper and Row, 1967. 264 p.

30. Maslow, A. Eupsychian management: A journal. Homewood, Illinois, Irwin-Dorsey, 1965. 277 p.

31. Miles, R. E. Human relations or human resources. Harvard Business Review (Boston, Massachusetts), July-August 1965, p. 148-163.

32. Miles, R. E.; Ritchie, J. B. Participative management: Quality versus quantity. California Management Review (Berkeley, California), Summer 1971, p. 48-56.

33. Milton, D. G. Leadership - one more time. Industiral Management Review (Cambridge, Massachusetts), Fall 1969, p. 77-83.

34. Morse, J. J.; Lorsch, J. W. Beyond theory Y. Harvard Business Review (Boston, Massachusetts), May-June 1970, pp. 61-68.

35. Myers, M. S. Every employee - a manager. California Management Review (Berkeley, California), Spring 1968, p. 9-20.

36. O'Brien, G. E. Leadership in organizational settings. Journal of Applied Behavioral Science (Arlington, Virginia), January-March 1969 p. 45-63.

37. Odiorne, G. S. The management theory jungle and the existential manager. Academy of Management Journal (Eugene, Oregon), June 1966, p. 109-116.

38. Patchen, M. Participation, achievement and involvement on the job. Englewood Cliffs, New Jersey, Prentice-Hall, 1970. 285 p.

39. Reber, R. W.; Terry, Gloria E. Behavioral insights for supervision. Englewood Cliffs, New Jersey, Prentice-Hall, 1975. 265 p.

MANAGERIAL LEADERSHIP

EXTENDED BIBLIOGRAPHY (Contd.)

40. Reddin, W. J. What's wrong with the Styles theories? Training and Development Journal (Madison, Wisconsin), August 1969, p. 14-17.

41. Sayles, L. Managerial behavior. New York, McGraw-Hill, 1964. 269 p.

42. Shaw, M. Group dynamics: The psychology of small group behavior. New York, McGraw-Hill, 1972. 414 p.

43. Stewart, Rosemary. The manager's job discretion versus demand. Organizational Dynamics (New York), vol. 2, no. 3, 1974, p. 67.

44. Stogdill, R. M. Handbook of leadership: A survey of theory and research. New York, Free Press, 1974. 613 p.

45. Stogdill, R. M. Individual behavior and group achievement. New York, Oxford Press, 1959. 352 p.

46. Tannenbaum, R.; Schmidt, W. H. How to choose a leadership pattern. Harvard Business Review (Boston, Massachusetts), March-April, 1958, p. 95-101.

47. Tannebaum, R.; Weschler, I. R.; Massarik, F. Leadership and organization: A behavioral science approach. New York, McGraw-Hill, 1961. 456 p.

48. Townsend, R. Up the organization. New York, Knopf, 1970. 202 p.

49. Uyterhoeven, H. E. R. General managers in the middle. Harvard Business Review (Boston, Massachusetts), March-April 1972, p. 75-85.

50. Yukl, G. Towards a behavioral theory of leadership. Organizational Behavior and Human Performance (New York), vol. 6, no. 4, 1971, p. 414-440.

51. Zaleznik, A. Human dilemmas of leadership. New York, Harper and Row, 1966. 236 p.

5. PERFORMANCE APPRAISAL AND DEVELOPMENT OF EMPLOYEES

I. Purposes and Key Issues in the Appraisal and Development Process

A. Purposes

1. Administration of rewards
2. Facilitating appropriate behavior
3. Assessing development and training needs
4. Maintaining organizational viability

   (a) People across positions (placement, transfer, promotion, special assignments)
   (b) Tasks across people (responsibilities, work flows, processes and procedures)

5. Regular managing and monitoring of job performance

B. Some Key Issues

1. Integrating appraisal and development into related organization systems
2. The need for multiple subsystems
3. The critical importance of timing
4. Differentiating evaluative and consultative role requirements

II. Characteristics of Effective Systems

A. Validity and Reliability

1. Measures based on job analyses
2. Evaluation compatibility with the management system
3. Identification of evaluator problems

   (a) Halo
   (b) Leniency, severity, and central tendency
   (c) Irresponsibility
   (d) Assumption of inappropriate roles
   (e) Lack of training

4. The concept of reliability

   (a) Rubber yardsticks
   (b) Interrater agreement

B. Important Components

1. Equity
2. Reducing the surprise element
3. Provisions for feedback
4. The critical necessity for discriminating between employees
5. System flexibility and susceptibility to change
6. Opportunities for appeal
7. Different objectives require different processes
8. Timing: The "when" of appraisal and development
9. Role of staff support units
10. The key to an appropriate system: The management process

PERFORMANCE APPRAISAL AND DEVELOPMENT OF EMPLOYEES

III. Basic Decisions About System Design

   A. Participation at all Stages: Establishment, Review, and Improvement

   B. Choosing the Basic Codes of the System

      1. Criterion development
      2. Compatibility with the management process
      3. Common vs. unique data
      4. Deciding who evaluates
      5. Timing of various processes

   C. Training Needs Analysis

   D. Policy and Coordinating Committees

   E. Implementation

   F. Review

   G. Updating the System

IV. The Appraisal and Development Discussions

   A. Preparation

      1. Gathering and reviewing relevant information
      2. Evaluation of information
      3. Specific examples of incidents
      4. Predicting subordinate's feelings and beliefs
      5. Deciding what to accomplish
      6. Scheduling the meeting: Advanced notice, mutual uninterrupted time

   B. Conducting the Discussion

      1. Critical opening statements
      2. Friendly vs. threatening atmospheres
      3. Getting the subordinate to talk
      4. A critical distinction: Tell, sell, or problem solve?
      5. Does sandwiching work?
      6. Listening skills
      7. Helping skills
      8. Subordinate acceptance and the probability for change

BASIC BIBLIOGRAPHY

1. Conant, James C. The performance-appraisal: A critique and an alternative. Business Horizons (Bloomington, Indiana), June 1973, p. 73-78.

2. Cummings, L. L.; Schwab, D. P. Performance in Organizations: Determinants and appraisal. Glenview, Illinois, Scott-Foresman, 1973. 176 p.

3. McConkey, Dale D. The "Jackass effect" in management compensation. Business Horizons (Bloomington, Indiana), June 1974, p. 81-91.

4. Mager, R. F.; Pipe P. Analyzing performance problems or 'you really oughta wanna'. Belmont, California, Fearon Publishers, 1970. . 111 p.

5. Meyer, Herbert H.; Kay, Emanuel; French, John R. P. Jr. Split roles in performance appraisal. Harvard Business Review (Boston, Massachusetts), January-February, 1965, p. 123-129.

6. Patton, Arch. How to appraise executive performance. Harvard Business Review (Boston, Massachusetts), February 1960, p. 63-70.

7. Discussion of an individual's performance. Wilmington, Delaware, Dupont, Training Division, 1957.

EXTENDED BIBLIOGRAPHY

1. Barrett, R. S. Performance rating. Chicago, Science Research Associates, 1966. 166 p.

2. Bass, B. M.; Vaughan, J. A. Training in industry: The management of learning. Belmont, California, Wadsworth, 1966. 164 p.

3. Bassett, G. A.; Meyer, H. H. Performance appraisal based on self-review. Personnel Psychology (Durham, North Carolina), Winter 1968, p. 421-430.

4. Bender, J. M. What is "typical" of assessment centers? Personnel (New York), vol. 50, no. 4, p. 50-57.

5. Blake, R.; et al. Breakthrough in organization development. Harvard Business Review (Boston, Massachusetts), November-December 1964, p. 133-135.

6. Blake, R. R.; Mouton, Jane. Power, people, and performance reviews. Advance Management; Quarterly Journal (New York), July-August 1961, p. 13-17.

7. Blake, R. R.; Mouton, Jane. Corporate excellence through grid organization development. Houston, Texas, Gulf Publishing Company, 1968. 374 p.

8. Burke, R. J.; Kemball, L. J. Performance appraisal: Some issues in the process. Personnel (New York), vol. 18, p. 25-34.

EXTENDED BIBLIOGRAPHY (Contd.)

9. Byham, W. C. Assessment centers for spotting future managers. Harvard Business Review (Boston, Massachusetts), July-August 1970, p. 150-160.

10. Byham, W. C.; Broy, D. W. Administering an assessment center. Pittsburgh, Pennsylvania, Development Dimensions Press, 1973.

11. Campbell, J. P.; Dunnette, M. D.; Lawler, E. E.; Weick, K. E. Managerial behavior, performance and effectiveness. New York, McGraw-Hill, 1970. 546 p.

12. Carroll, S. J. Jr.; Paine, F. T.; Ivancevich, J. J. The relative effectiveness of training methods: Expert opinion and research. Personnel Psychology (Durham, North Carolina), vol. 25, 1972, p. 495-509.

13. Conant, J. C. The performance appraisal: A critique and an alternative. Business Horizons (Bloomington, Indiana), June 1973, p. 73-78.

14. Cozan, L. W. Forced choice: Better than other rating methods? Personnel (New York), May-June 1959, p. 80-83.

15. Crawford, H. E.; Campbell, S. A.; Sloan, S. Conceptual framework for employee appraisal decisions. Training and Development Journal (Madison, Wisconsin), 1970, 40 ff.

16. Cummings, L. L.; Schwab, D. P. Performance in organizations: Determinants and appraisal. Glenview, Illinois, Scott-Foresman, 1973. 176 p.

17. Flanagan, J. C. The critical incident technique. Psychological Bulletin (Washington, D.C.), July 1954, p. 327-358.

18. Flanagan, J. C.; Burns, R. K. The performance record: A new appraisal and development tool. Harvard Business Review (Boston, Massachusetts), September-October 1955, p. 95-102.

19. Ghiselli, E. E.; Brown, C. W. Personnel and Industrial Psychology. 2nd ed. New York, McGraw-Hill, 1955. 492 p.

20. Glickman, A. S. Is performance appraisal practical? Personnel Administration (Washington, D.C.), September-October 1964, p. 28-32.

21. Glueck, W. F. Personnel: A diagnostic approach. Dallas, Texas, Business Publications, Inc., 1974. 712 p.

22. Harris, C. R.; Heise, R. C. Tasks, not traits - the key to better performance review. Personnel (New York), May-June 1964, p. 60-64.

23. Haynes, M. E. Improving performance through employee discussions. Personnel Journal (Santa Monica, California), February 1970, p. 138-141.

24. Heyel, C. Appraising executive performance. New York, American Management Association, 1959. 189 p.

PERFORMANCE APPRAISAL AND DEVELOPMENT OF EMPLOYEES

EXTENDED BIBLIOGRAPHY (Contd.)

25. House, R. J. T-Group training; Good or bad? *Business Horizons* (Bloomington, Indiana), vol. 12, no. 6, 1969, p. 69-77.

26. Howard A. An assessment of assessment centers. *Academy of Management Journal* (Eugene, Oregon), vol. 17, no. 1, 1974, p. 115-134.

27. Hughes, C. L. Assessing the performance of key managers. *Personnel* (New York), January-February 1968, p. 38-43.

28. Huse, E. F. Performance appraisal - a new look. *Personnel Administration* (Washington, D.C.), 1965, p. 3-5, 16-18.

29. Kellner, A. D.; Loser, R. G. Successes and failures in executive performance planning. *Personnel Administration* (Washington, D.C.), July-August 1965, p. 18-24.

30. Koontz, H. Making managerial appraisal effective. *California Management Review* (Berkeley, California), Winter 1972, p. 46-55.

31. Kraut, A. I. A hard look at assessment centers and their future. *Personnel Journal* (Santa Monica, California), May 1972, p. 317-326.

32. Lawler, E. E. *Pay and organizational effectiveness: A psychological view*. New York, McGraw-Hill, 1971. 381 p.

33. Levinson, H. A psychologist looks at executive development. *Harvard Business Review* (Boston, Massachusetts), September-October 1962, p. 69-75.

34. Litterer, J. A. Pitfalls in performance appraisal. *Personnel Journal* (Santa Monica, California), July-August 1960, p. 85-88.

35. Livingston, J. S. Pygmalion in management. *Harvard Business Review* (Boston, Massachusetts), July-August 1969, p. 81-89.

36. McConkey, D. The "Jackass effect" in management compensation. *Business Horizons* (Bloomington, Indiana), June 1974, p. 81-91.

37. McGehee, W.; Thayer, P. W. *Training in business and industry*. New York, John Wiley, 1961. 305 p.

38. McGregor, D. An uneasy look at performance appraisal. *Harvard Business Review* (Boston, Massachusetts), May-June 1957, p. 89-94.

39. Mager, R. F.; Pipe, P. *Analyzing performance problems or "you really oughta wanna"*. Belmont, California, Fearon Publishers, 1970. 111 p.

40. Maier, N. R. F. *The appraisal interview: Objectives, methods, skills*. New York, John Wiley and Sons, 1958. 246 p.

41. Maier, N. R. F. Three types of appraisal interview. *Personnel* (New York), March-April 1958, p. 27-40.

42. Meyer, H. M. The validity of the in-basket test as a measure of managerial performance. *Personnel Psychology* (Durham, North Carolina), Autumn 1970, p. 297-307.

EXTENDED BIBLIOGRAPHY (Contd.)

43. Meyer, H. H.; Kay, E.; French, J. R. Jr. Split roles in performance appraisal. Harvard Business Review (Boston, Massachusetts), January-February 1965, p. 123-129.

44. Miner, J. B.; Miner, Mary G. Personnel and industrial relations: A managerial approach. 2nd ed. New York, The Macmillan Company, 1973. 595 p.

45. Miner, J. B. Management appraisal: A capsule review and current references. Business Horizons (Bloomington, Indiana), October 1968, p. 83-96.

46. Nagle, B. F. Criterion development. Personnel Psychology (Durham, North Carolina), Autumn 1953, p. 271-289.

47. Obert, W. Make performance appraisal relevant. Harvard Business Review (Boston, Massachusetts), January-February 1972, p. 61-67.

48. Odiorne, G. S. Training by objectives: An economic approach to management training. New York, The Macmillan Company, 1970. 345 p.

49. Otto, C. P.; Rollin, O. G. The management of training: A handbook for training and development personnel. Reading, Massachusetts, Addison-Wesley, 1970. 410 p.

50. Patton, A. How to appraise executive performance. Harvard Business Review (Boston, Massachusetts), February 1960, p. 63-70.

51. Patton A. Why incentive plans fail. Harvard Business Review (Boston, Massachusetts), May-June 1972, p. 58-66.

52. Patton A. Does performance appraisal work? Business Horizons (Bloomington, Indiana), February 1973, p. 83-91.

53. Pigors, P. J. W.; Myers, C. A. Personnel administration: A point of view and a method. 7th ed. New York, McGraw-Hill, 1973. 588 p.

54. Quinn, J. L. Bias in performance appraisals. Personnel Administration (Washington, D.C.), January-February 1969, p. 40-43.

55. Randall, L. K. Common questions and tentative answers regarding organization development. California Management Review (Berkeley, California), Spring 1971, p. 45-52.

56. Richards, K. E. A new concept of performance appraisal. Journal of Business (Chicago, Illinois), July 1959, p. 229-243.

57. Rieder, G. A. Performance review - a mixed bag. Harvard Business Review (Boston, Massachusetts), July-August 1973, p. 61-67.

58. Roadman, H. E. An industrial use of peer ratings. Journal of Applied Psychology (Washington, D.C.), August 1964, p. 211-213.

59. Sloan, S.; Johnson, A. C. New context of personnel appraisal. Harvard Business Review (Boston, Massachusetts), November 1968, p. 14-16.

60. Stockford, L.; Bissell, H. W. Factors involved in establishing a merit rating scale. *Personnel* (New York), vol. 26, no. 2, September 1949, p. 94-116.

61. Stokes, P. M. *Total job training: A manual for the working manager*. New Yrok, American Management Association, 1966. 158 p.

62. Stolz, R. K. Can appraisal interviews be made effective? *Personnel* (New York), January-February 1961, p. 32-41.

63. Strauss, G. Organizational development: Credits and debits. *Organizational Dynamics* (New York), Winter 1973, p. 2-19.

64. Stromberg, S.C.; Hill, H. S. *An in-house training program*. New York, American Management Association, 1964.

65. This, L.; Lippitt, G. Learning theories and training. *Training and Development Journal* (Madison, Wisconson), April 1966, p. 2-11.

66. Thompson, D. W. Performance reviews: Management tools or management excuse. *Personnel Journal* (Santa Monica, California), December 1969, p. 957-961.

67. Thompson, P. H.; Dalton, G. W. Performance appraisal: Managers beware. *Harvard Business Review* (Boston, Massachusetts), January-February 1970, p. 149-157.

68. Tracey, W. R. *Evaluating training and development systems*. New York. American Management Association, 1968. 304 p.

69. Tracey, W. R. *Designing training and development systems*. New York, American Management Association, 1971. 432 p.

70. Whisler, T. L.; Harper, Shirley F. (eds.). *Performance appraisal: Research and practice*. New York, Holt, Rinehart, and Winston, 1962. 593 p.

71. Whisler, T. Performance appraisal and the organization man. *Journal of Business* (Chicago, Illinois), vol. 31, 1958, p. 19027.

72. White, B. F.; Barnes, L. G. Power networks in the appraisal process. *Harvard Business Review* (Boston, Massachusetts), May-June 1971, p. 101-109.

73. Wittrich, W. J.; Miner, J. B. People: The most mismanaged asset. *Business Horizons* (Bloomington, Indiana), April 1971, p. 69-77.

74. Zander, A.; Gyr, J. Changing attitudes toward a merit rating system. *Personnel Psychology* (Durham, North Carolina), Winter 1955, p. 429-448.

6. ESTABLISHING AND IMPLEMENTING OBJECTIVES

I. Personal and Organizational

A. The Nature of Human Values

B. Contrasting and Explaining Human Value Profiles (theoretical, economic, aesthetic, social, political, religious)

C. The Effect of Values on Organizational Strategy

D. Mechanisms for Understanding and Effecting Congruence between Individual and Organizational Aspirations

1. Self analysis
2. Appraisal of others
3. Organizational purpose and survival

II. Organizational Objective Formulation

A. The Objective Formulation Process

B. Components of Organizational Strategy

1. Market standing
2. Innovation
3. Physical and financial resources
4. Concept of profitability in information organization
5. Other determinants

C. The Time Period of Objective Setting and Review

D. Balancing Objectives and Establishing and Organizational Agenda

III. The Process of Managing by Objectives

A. Starting at the Top

1. Strategic planning sessions
2. Key responsibility areas
3. Individual-divisional preparatory work
4. Scheduling separate meetings
5. Institutionalizing facilitation roles
6. The need for training at the outset

B. Balancing the Approach

1. Organizational attainment
2. Individual achievement
3. Developmental values
4. Evaluative needs

ESTABLISHING AND IMPLEMENTING OBJECTIVES

III. The Process of Managing by Objectives (Contd.)

C. Characteristics of Objectives

1. An input-output model
2. Objectives as end-results
3. The concept of measurability
4. The nature of constraints
5. Standards of performance
6. The commitment process
7. Attainability and challenge
8. Role conflict and ambiguity
9. Types of objectives: Creative/problem solving, routine/maintenance, personal/developmental

D. Work Review and Appraisal

1. Individual feedback and reviews
2. Unit review meetings
3. Conflict and control
4. Budgeting and control
5. The need for documentation
6. What to look for in measurement
    - (a) Quality vs. quantity
    - (b) Number of objectives
    - (c) Difficulty, challenge, adaptability
    - (d) Efficiency criteria
    - (e) Coordinative-cooperative actions

E. What Every Good Manager Wants Clear

1. What's expected
2. Consensus: Agreement to proceed
3. Freedom and resources to achieve
4. Feedback on progress
5. Reward for accomplishment

Supplement to Outline

III. F. In addition, two films issued by BNA Communications, 941 de Coverly Hall Road, Rockville, Maryland, are shown to advantage before the session. Each has a running time of approximately 20 minutes:

1. Management by Objectives - narrator, John Humble
2. Defining the Manager's Job - narrator, John Humble

ESTABLISHING AND IMPLEMENTING OBJECTIVES

BASIC BIBLIOGRAPHY

1. Carroll, S. J.; Tosi, H. L. Management by objectives: Applications and research. New York, Macmillan, 1973. 216 p.

2. Drucker, P. F. Managing for results: Economic tasks and risk taking decisions. New York, Harper and Row, 1964. 240 p.

3. Drucker, P. F. The objectives of a business. In: The practice of management. New York, Harper and Row, 1954. (Refer to Reader in library administration, p. 126-138). 404 p.

4. Guth, W. D.; Tagiuri, R. Personal values and corporate strategy. Harvard Business Review (Boston, Massachusetts), September-October 1965, p. 123-132.

5. Humble, J. W. Management by objectives in action. New York, McGraw-Hill, 1970. 294 p.

6. Levinson, H. Management by objectives: A critique. Training and Development Journal (Madison, Wisconsin), April 1972, p. 3-8.

7. Mager, R. F. Goal analysis. Belmont, California, Fearon Publishers, 1972. 136 p.

8. Mahler, W. R. Management by objectives: A consultant's viewpoint. Training and Development Journal (Madison, Wisconsin), April 1972, p. 16-19.

9. Morrisey, G. L. Management by objectives and results. Reading, Massachusetts, Addison-Wesley, 1970. 164 p.

10. Odiorne, G. S. Management decisions by objectives. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1969. 252 p.

11. Odiorne, G. S. The politics of implementing MBO. Business Horizons (Bloomington, Indiana), June 1974, p. 13-21.

12. Raia, A. P. Managing by objectives. Glenview, Illinois, Scott-Foresman and Company, 1974. 199 p.

13. Sherra, J. H. Special library objectives and their relation to administration. Special Libraries (New York), vol. xxxv, no. 3, 1944, p. 91-94.

14. Strauss G. Management by objectives: A critical view. Training and Development Journal (Madison, Wisconsin), April 1972, p. 10-15.

15. Tosi, H. L.; Rizzo, J. R.; Carroll, S. J. Setting goals in management by objectives. California Management Review (Berkeley, California), Summer 1970, p. 70-78.

16. Wasserman P.; Daniel, Evelyn. Library and information center management. Annual Review of Information Scienceence (New York), 1969, p. 405-438.

EXTENDED BIBLIOGRAPHY

1. Bassford, G.; Reif, W. E. What MBO really is. Business Horizons (Bloomington, Indiana), June 1973, p. 23-30.

2. Berkwitt, G. J. The rocky road to company goals. Dun's Review (New York), September 1968, p. 48-50.

3. Brady, R. H. MBO goes to work in the public sector. Harvard Business Review (Bsoton, Massachusetts), March-April 1973, p. 65-74.

4. Carroll, S. J.; Tosi H. L. Management by objectives. Personnel Administration (Washington, D.C.), July-August 1970, p. 44-48.

5. Carroll, S. J.; Tosi, H. L. Management by objectives: Applications and research. New York, Macmillan, 1973. 216 pp.

6. Conley, W. D.; Miller, F. W. MBO, pay and productivity. Personnel (New York), January 1973, p. 21-25.

7. Drucker, P. F. The practice of management. New York, Harper and Brothers, 1954. 404 p.

8. Drucker, P. F. Managing for results. New York, Harper and Row, 1964. 240 p.

9. Glasner, D. M. Patterns of management by results. Business Horizons (Bloomington, Indiana), February 1969, p. 37-40.

10. Gross, B. M. What are your organization's objectives? Human Relations (New York), August 1965, p. 198.

11. Guth, W. D.; Tagiuri, R. Personal values and corporate strategy. Harvard Business Review (Boston, Massachusetts), September-October 1965, p. 123-132.

12. Hill, W. The goal formation process in complex organizations. Journal of Management Studies (Oxford, England), May 1969, p. 198-206.

13. Howell, R. A. Managing by objectives: A three-stage system. Business Horizons (Bloomington, Indiana), February 1970, p. 41-45.

14. Hughes, C. L. Goal setting, key to individual and organizational effectiveness. New York, American Management Association, 1965. 159 p.

15. Humble, J. W. Management by objectives in action. New York, McGraw-Hill, 1970. 294 p.

16. Ivancevich, J. M. Longitudinal assessment of MBO. Administrative Science Quarterly (Ithaca, New York), March 1972, p. 126-138.

17. Jamieson, B. D. Behavioral problems with management by objectives. Academy of Management Journal (Eugene, Oregon), September 1973, p. 496-506.

ESTABLISHING AND IMPLEMENTING OBJECTIVES

EXTENDED BIBLIOGRAPHY (Contd.)

18. Kleber, T. P. The six hardest areas to manage by objectives. Personnel Journal (Santa Monica, California), August 1972, p. 571.

19. Lasagna, J. B. Make your MBO pragmatic. Harvard Business Review (Boston, Massachusetts), November-December 1971, p. 64-69.

20. Levinson, H. Management by whose objectives? Harvard Business Review (Boston, Massachusetts), July-August 1970, p. 125-134.

21. Levinson, H. Management by objectives: A critique. Training and Development Journal (Madison, Wisconsin), April 1972, p. 3-8.

22. Likert, R.; Seashore, S. Making cost control work. Harvard Business Review (Boston, Massachusetts), November-December 1963, p. 96-108.

23. McConkey, D. D. 20 ways to kill MBO. Management Review (New York), October 1972, p. 4-13.

24. Mager, R. F. Goal analysis. Belmont, California, Fearon Publishers, 1972, 136 p.

25. Mahler, W. R. Management by objectives: A consultant's viewpoint. Training and Development Journal (Madison, Wisconsin), April 1972, p. 16-19.

26. Mali, P. Managing by objectives: An operating guide to faster and more profitable results

27. Miller, E. C. Objectives and standards: An approach to planning and control. New York, American Management Association, 1966. 120 p.

28. Morissey, G. L. Management by objectives and results. Reading, Massachusetts, Addison Wesley, 1970. 164 p.

29. Odiorne, G. S. Management by objectives: A system of management leadership. New York, Pittman Publishing Company, 1965. 204 p.

30. Odiorne, G. S. Management decision by objectives. Englewood Cliffs, New Jersey, Prentice-Hall, 1969. 252 p.

31. Odiorne, G. S. Training by objectives: An economic approach to management training. New York, McMillan, 1970. 354 p.

32. Odiorne, G. S. Personnel administration by objectives. Homewood, Illinois, Irwin, 1971. 199 p.

33. Odiorne, G. S. The politics of implementing MBO. Business Horizons (Bloomington, Indiana), June 1974, p. 13-21.

34. O'Donnell, C. Planning objectives. California Management Review (Berkeley, California), Winter 1962, p. 28-41.

35. Patten, T. H. O. D., MBO, and R/P system: A new dimension in personnel administration. Personnel Administration (Washington, D.C.), March 1972, p. 14-23.

EXTENDED BIBLIOGRAPHY (Contd.)

36. Raia, A. P. Goal setting and self-control. Journal of Management Studies (Oxford, England), February 1965, p. 34-53.

37. Raia, A. P. A second look at goals and controls. California Management Review (Berkeley, California), Summer 1966, p. 49-58.

38. Raia, A. P. Managing by objectives. Glenview, Illinois, Scott Foresman and Company, 1974. 199 p.

39. Reddin, W. J. Managerial effectiveness. New York, McGraw Hill, 1970, 352 p.

40. Reeser, C. Management: Functions and modern concepts. Glenview, Illinois, Scott Foresman, 1973. 524 p.

41. Schleh, E. C. Management by results: The dynamics of profitable management. New York, McGraw-Hill, 1961. 266 p.

42. Sherra, J. H. Special library objectives and their relation to administration. Special Libraries (New York), vol. xxxv, no. 3, 1944, p. 91-94.

43. Steiner, G. A. Top management planning. New York, MacMillan Company, 1969. 795 p.

44. Strauss, G. Management by objectives: A critical view. Training and Development Journal (Madison, Wisconsin), April 1972, p. 10-15.

45. Thompson, J. D.; McEwen, W. J. Organizational goals and environment: Goal setting as an interaction process. American Sociological Review (Washington, D.C.), February 1958, p. 23-31.

46. Tosi, H. L.; Carroll, S. J. Managerial reaction to management by objectives. Academy of Management Journal (Eugene, Oregon), December 1968, p. 415-426.

47. Tosi, H. L.; Carroll, S. J. Some factors effecting the success of management by objectives. Journal of Management Studies (Oxford, England), May 1970, p. 209-223.

48. Tosi, H. L.; Rizzo, J. R.; Carroll, S. J. Setting goals in management by objectives. California Management Review (Berkeley, California), Summer 1970, p. 70-78.

49. Wasserman, P.; Daniel, Evelyn. Library and information center management. Annual Review of Information Science (New York), 1969, pp. 405-438.

50. Wikstrom, W. S. Managing by and with objectives. New York, National Industrial Conference Board, 1968. 77 p.

51. Wohlking, W. Managing by objectives: A critical view. Training and Development Journal (Madison, Wisconsin), April 1972, p. 2.

7. GROUP PROBLEM SOLVING AND DISCUSSION LEADERSHIP

I. A. Why Improve Your Skills?

1. The nature of groups: Ever-present and all pervasive
2. Natural forces inhibit effective decisions
3. Groups get more effective results the second time around
4. Trained groups make more effective decisions than untrained groups
5. The behavior of the group leader is unique and critical to group success

B. A Simplified Problem-Solving Model

1. Stating the problem
2. Alternative solutions
3. Hypothesized outcomes
4. Criteria for evaluating alternatives
5. Solution choice
6. What constitutes effectiveness?

II. Where Problem-Solving Usually Fails

1. Problem definition
2. Premature, insufficient alternatives
3. Conservative, unfeasible solutions
4. Assumed outcomes
5. Combinations not estimated
6. Poor criteria
7. Implicit criteria
8. Failure to deal with disagreement
9. Hasty solution development
10. Evaluative constraints
11. Failure to use creativity techniques
12. And many more!

III. Effective Decisions and Solutions

1. Components of effectiveness: Quality and acceptance
2. False assumptions about trade-offs
3. Deciding when to use a group
4. Achieving quality
5. Achieving acceptance

IV. Risks in Using Group Problem-Solving

1. When you don't believe in it
2. When you're uneasy about your skills
3. When you can't assess the time demands
4. When you have a solution in mind
5. When the group rejects involvement in the decision
6. When the group lacks the motivation and skills
7. When the group wants more
8. When the group rejects an effective solution

V. Guidelines for Leadership in Group Problem-Solving

BASIC BIBLIOGRAPHY

1. de Bono, E. Lateral thinking for management. New York, American Management Association, 1971. 225 p.

2. Filley, A. C. Committee management: Guidelines from social science research. California Management Review (Berkeley, California), Fall 1970, p. 13-21.

3. Gordon, W. Synectics: The development of creative capacity. New York, Harper and Row, 1961. 180 p.

4. Maier, N. R. F. Improving decisions in an organization, p. 1-19. Summary of problem-solving principles, p. 239-253. In: Problem solving discussions and conferences. New York, McGraw-Hill, 1963. 261 p.

5. Maier, N. R. F. Assets and liabilities in group problem solving: The need for an integrative function. Psychological Review (Washington, D.C.), July 1967, p. 239-249.

6. Osborn, A. F. Applied imagination: Principles and procedures of creative thinking. Revised ed. New York, Scribners, 1957. 379 p.

7. Prince, G. M. The practice of creativity: A manual for dynamic group problem solving. New York, Harper and Row, 1970. 197 p.

8. Sayles, L. R.; Strauss, G. Conference Leadership. In: Human behavior in organizations, p. 279-299. Englewood Cliffs, New Jersey, Prentice-Hall, 1966. 500 p.

9. Vroom, V. H. A new look at managerial decision making. Organizational Dynamics (New York), Spring 1973, p. 66-80.

EXTENDED BIBLIOGRAPHY

1. Clark, C.H. Brainstorming. Garden City, N.J.: Doubleday, 1958.

2. Colgrove, M.A. Stimulating creative problem solving: Innovative set. Psychological Reports, 1968 (vol. 22), p. 1205-1211.

3. Collins, B.E.; Guetzkow, H. A social psychology of group processes for decision making. New York: Wiley, 1964.

4. Danielson, L.E.; Maier, N.R.F. Supervisory problems in decision making. Personnel Psychology, (Durham, North Carolina), 1957, vol. 10, p. 169-180.

5. de Bono, E. Lattеral thinking for Management. New York: American Management Association, 1971. 225 p.

6. Delbecq, A.L. Program planning. Glenview, Ill.: Scott-Foresman, 1976.

EXTENDED BIBLIOGRAPHY

7. Filley, A.C. Committee management: Guidelines from social science research. Calif. Management Review, (Berkeley, California), Fall 1970, p. 13-21.

8. Fusfeld, A.R.; Foster, R.N. The delphi technique: Survey and comment. Business Horizons, (Bloomington, Indiana), June 1971, p. 63-74.

9. Golde, R.A. Are your meetings like this one? Harvard Business Review (Boston, Massachusetts), January-February 1972, p. 68-77.

10. Gordon, W. Synectics: The development of creative capacity, New York: Harper and Row, 1961.

11. Gruber, W.H.; Niles, J.S. How to innovate in management. Organizational Dynamics, (New York), Autumn 1974, p. 30-47.

12. Jones, M.H. Executive decision making. Homewood, Ill.: Irwin, 1957.

13. Kepner, C.H.; Tregoe, B.B. The Rational Manager. New York: McGraw-Hill, 1965.

14. Maier, N.R.F. Assets and liabilities in group problem solving: The need for an integrative function. Psychological Review, (Washington, D.C.), July 1967, p. 239-249.

15. Maier, N.R.F. Problem solving discussions and conferences. New York: McGraw-Hill, 1963. 261 p.

16. Maier, N.R.F. Problem solving and creativity in individuals and groups. Belmont, Calif.: Brooks-Cole Publishing Company, 1970. 493 p.

17. Maier, N.R.F.; Hayes, J.J. Creative management. New York: John Wiley, 1962. 226 p.

18. Maier, N.R.F.; Hoffman, L.R. Types of problems confronting managers. Personnel Psychology, (Durham, North Carolina), 1964, vol. 17, p. 261-269.

19. Maier, N.R.F.; Solem, A.R. Improving solutions by turning choice situations into problems. Personnel Psychology, (Durham, North Carolina), 1962, vol. 15, p. 151-157.

20. Maier, N.R.F.; Solem, A.R.; Maier, Ayesha A. The role-play technique: A handbook for management and leadership practice. LaJolla, California: University Associates, Inc., 1975. 290 p.

21. Osborn, A.F. Applied imagination: Principles and procedures of creative thinking. New York: Scribners, 1957. 379 p.

22. Prince, G.M. The practice of creativity: A manual for dynamic group problem solving. New York: Harper and Row, 1970. 197 p.

EXTENDED BIBLIOGRAPHY

23. Prince, G.M. Creative meetings through power sharing. Harvard Business Review, (Boston, Massachusetts), July-August 1972, p. 47-54.

24. Van de Ven, A.H.; Delbecq, A.L. Nominal and interacting group processes for committee decision-making effectiveness. Academy of Management Journal, 1971, vol. 14, no. 2.

25. Van de Ven, A.H. and Delbecq, A.L. The effectiveness of Nominal, Delphi, and interacting group decision making processes. Academy of Management Journal, (Eugene, Oregon), December 1974, p. 605-621.

26. Vroom, V.H. A new look at managerial decision making. Organizational Dynamics, (New York), Spring 1973, p. 66-80.

27. Zand, D.E. Trust and managerial problem-solving. Administrative Science Quarterly, (Ithica, New York), June 1972, p. 229-240.

8. FINANCIAL ANALYSIS, PLANNING AND CONTROL

I. The Financial Function

  A. The Financial Manager

    1. Value of financial thinking
    2. Finances and effective and efficient utilization of resources
    3. The financial organization

  B. Financial Management in Perspective

  C. Financial Statements - Presentation

II. Financial Techniques

  A. Financial Analysis

    1. Liquidity
    2. Profitality
    3. Sources and uses of funds

  B. Financial Planning

    1. Cash budgets
    2. Proforma statements
    3. Capital budgeting

  C. Sensitivity Analysis

    1. Operating leverage
    2. Financial leverage

  D. Interest Computations

    1. Rate of return and valuation
    2. Compounding and its applications
    3. Present value

  E. Evaluation of Capital Expenditures

    1. Cash flow
    2. Pay back and average return
    3. Internal rate of return
    4. Net present value

  F. Cost of Capital

    1. Opportunity costs
    2. Debt and equity
    3. The optimum capital structure

  G. Short, Intermediate and Long Term Credit

III. Management Accounting Techniques

  A. Cost Accounting

    1. Uses and management
    2. Recording and control

  B. Cost Accounting Methods

    1. Historical
    2. Predetermined costs
    3. Standard costs

  C. Cost Control

    1. Cost centers
    2. Responsibility reporting

  D. Marginal Accounting

  E. Direct Costing

IV. Planning, Programming and Budgeting

  A. Planning and Decision-Making

  B. Types of Planning

    1. Strategic planning
    2. Tactic planning

  C. Techniques of PPB

    1. Programming
    2. Cost-effectiveness analysis

  D. Methodology of PPB

V. Management Science Models

  A. Classification of Models

  B. PERT and CPM

  C. Mathematical Programming Techniques

  D. Inventory Models

  E. Game Theory

FINANCIAL ANALYSIS, PLANNING AND CONTROL

BASIC BIBLIOGRAPHY

1. Quade, Edward S. Introduction and overview, p. 1-16. Niskanen, William A. Measures of effectiveness, p. 17-32. In: Goldman, Thomas A. (ed.). *Cost-effectiveness analysis: New approaches in decision-making*. New York, Frederick A. Praeger, 1967. 231 p.

2. Raffel, Jeffrey A.; Shishko, Robert. The program budget, p. 3-6. Conclusions, p. 68-72. In: *Systematic analysis of university libraries*. Cambridge, Massachusetts, The MIT Press, 1969. 107 p.

3. Shuckett, Donald Hart; Mock, Edward J. Organizing the financial function, p. 1-8. Financial planning and budgeting, p. 144-164. Capital budgeting, p. 165-185. Leasing, p. 186-193. In: *Decision strategies in financial management*. New York, AMACOM, A Division of American Management Association, 1973. 243 p.

EXTENDED BIBLIOGRAPHY

1. Anderson, W. H. L. *Corporate finance and fixed investment: An econometric study*. Boston, Massachusetts, Graduate School of Business Administration, Harvard University, 1964. 130 p.

2. Anthony, R. N. Some fallacies in figuring return on investment. *N.A.A. Bulletin* (New York), December 1960, p. 5-13.

3. Benford, Harry. Investment returns before and after tax. *Engineering Economist* (Dallas, Texas) Summer 1965, p. 1-16.

4. Beranek, William. *Analysis for financial decisions*. Homewood, Illinois, Richard D. Irwin, 1963. 479 p.

5. Bierman, Harold. Measuring financial liquidity. *Accounting Review* (Sarasota, Florida), October 1960, p. 628-632.

6. Bierman, Harold Jr.; Smidt, Seymour. *The capital budgeting decision: Economic analysis and financing of investment projects*. 3rd ed. New York, The Macmillan Company, 1971. 482 p.

7. Bogen, Jules I. (ed.). *Financial handbook*. 4th ed. New York, The Ronald Press Company, 1964.

8. Bower, R. S. Finance linkage and capital budgeting. *Engineering Economist* (Dallas, Texas), Winter 1962, p. 1-22.

9. Bowling, O. D. The current ratio in current position analysis. *Financial Analysis Journal* (New York), March-April 1963, p. 70-72.

10. Brigham, E. F. The impact of bank entry on market conditions in the equipment leasing industry. *National Banking Review* (Washington, D.C.), September 1964, p. 11-26.

EXTENDED BIBLIOGRAPHY (Contd.)

11. Canada, J. R. Rate of return: A comparison between the discounted cash flow model and a model which assumes an explicit reinvestment rate for the uniform income flow case. Engineering Economist (Dallas, Texas), Spring 1964, p. 1-15.

12. Cook, D. C. The case against capitalizing leases. Harvard Business Review (Bsoton, Massachusetts), January-February 1963, p. 145-150.

13. Corrigan, Francis J.; Ward, Howard A. Financial management: Policies and practices. Boston, Massachusetts, Houghton Mifflin Company, 1963. 609 p.

14. Coughlan, J. W. Funds and income. N.A.A. Bulletin (New York), September 1964, p. 23-24.

15. Crowningshield, Gerald R.; Gorman, Kenneth. Cost accounting: Principles and managerial applications. 3rd ed. Boston, Massachusetts, Houghton Mifflin, 1974. 735 p.

16. Dorfman, Robert (ed.). Measuring benefits of government investments. Papers presented at a conference of experts held November 7-9, 1963. Washington, D.C., The Brookings Institution, National Commission on Government Finance, Studies of Government Finance. 1965. 429 p.

17. Dougall, H. E. Payback as an aid in capital budgeting. Controller (New York), February 1961, p. 67-72.

18. Gant, D. R. A critical look at lease financing. Controller (New York), June 1961, p. 274-277.

19. Gordon, M. J. Security and investment: Theory and evidence. Journal of Finance (New York), December 1964, p. 607-618.

20. Grant, L. C. Monitoring capital investments. Financial Executive (New York), April 1963, p. 19-24.

21. Hamel, Henry G. Another look at leasing. Business Management Record (New York), November 1963, p. 47-52.

22. Haynes, W. W.; Solomon, M. B. Misplaced emphasis in capital budgeting. Quarterly Review of Economics and Business (Urbana, Illinois), February 1962, p. 39-46.

23. Heebink, D. V. Postcompletion audits of capital investment decisions. California Management Review (Berkeley, California), Spring 1964, p. 47-52.

24. Helfert, Erich A. Techniques of financial analysis. 3rd ed. Homewood Illinois, Dow Jones-Irwin, 1972. 245 p.

FINANCIAL ANALYSIS, PLANNING AND CONTROL

EXTENDED BIBLIOGRAPHY (Contd.)

25. Hennessy, J. L. Recording of lease obligations. *Journal of Accountancy* (New York), March 1961, p. 40-46. (A reply to article by Alvin Zises, noted below).

26. Hertz, D. B. Risk analysis in capital investment. *Harvard Business Review* (Boston, Massachusetts), January-February 1964, p. 95-106.

27. Hetrick, James C. Mathematical models in capital budgeting. *Harvard Business Review* (Bsoton, Massachusetts), January-February 1961, p. 49-64.

28. Hickey, John T. Guidelines to successful future planning. *Financial Executive* (New York), November 1966, p. 32.

29. Hillier, F. S. The derivation of probabilistic information for the evaluation of risky investments. *Management Science* (Providence, Rhode Island), April 1963, p. 443-457.

30. Horngren, Charles T. *Accounting for management control: An introduction*. 3rd ed. Englewood Cliffs, New Jersey, Prentice-Hall, 1974. 619 p.

31. Howell, R. P. Economic appraisal of proposed equipment - the cost element. *Financial Executive* (New York), November 1964, p. 11-15, 64.

32. Hunt, Pearson; Williams, Charles M.; Donaldson, Gordon. *Basic business finance: Text and cases*. 4th ed. Homewood, Illinois, Richard D. Irwin, Inc., 1971. 957 p.

33. Johnson, Robert W. *Financial management*. 4th ed. Boston, Massachusetts, Allyn and Bacon, Inc., 1971. 583 p.

34. Jones, Reginald L.; Trentin, H. George. *Budgeting: Key to planning and control: Practical guidelines for managers*. Revised ed. New York, American Management Association, 1971. 308 p.

35. Kennedy, Ralph D.; McMullen, Stewart Y. *Financial statements: From analysis and interpretation*. 6th ed. Homewood, Illinois, Irwin, 1973. 628 p.

36. Kennedy, Miles. A critique of game theory for capital budgeting. *N.A.A. Bulletin* (New York), May 1963, p. 43-48.

37. Knutson, Peter H. Leased equipment and divisional return on capital. *N.A.A. Bulletin* (New York), November 1962, p. 15-20.

38. Lintner, John. The evaluation of risk assets and the selction of risky investments in stock portfolios and capital budgets. *Review of Economics and Statistics* (Cambridge, Massachusetts), February 1965, p. 13-37.

39. Lundquist, William H. Fundamentals of short and long term cash forecasting. *N.A.A. Bulletin* (New York), March 1964, p. 49-55.

EXTENDED BIBLIOGRAPHY (Contd.)

40. McEachron, W. D. Leasing: A discounted cash-flow approach. Controller (New York), May 1961, p. 213-219.

41. McLean, James H. Economic and accounting aspects of lease financing. Financial Executive (New York), December 1963, p. 18-23.

42. Magee, J. F. How to use decision trees in capital investment. Harvard Business Review (Boston, Massachusetts), September-October 1964, p. 79-96.

43. Mason, Perry. Cash flow analysis and funds statements. Journal of Accountancy (New York), March 1961, p. 59-72.

44. Mehr, Robert I.; Hedges, Bob A. Risk management in the business enterprise. Homewood, Illinois, Richard D. Irwin, Inc., 1963. 648 p.

45. Merrett, A. J.; Sykes, Allen. The finance and analysis of capital projects. 2nd ed. New York, Halsted Press, 1973. 573 p.

46. Moore, Carl L.; Jaedicke, Robert K. Managerial accounting. 3rd ed. Cincinnati, Ohio, Southwestern, 1972. 707 p.

47. Morse, Philip M. Library effectiveness: A systems approach. Cambridge, Massachusetts, The MIT Press, 1968. 207 p.

48. Myer, John N. Financial statement analysis. 4th ed. Englewood Cliffs, New Jersey, Prentice-Hall, 1969. 270 p.

49. Myers, J. H. Reporting of leases in financial statements. New York, American Institute of Certified Public Accountants, 1962. 143 p.

50. Nelson, A. T. The impact of leases on financial analysis East Lansing, Michigan, Bureau of Business and Economic Research, Graduate School of Business Administration, Michigan State University, 1963. 107 p.

51. Novick, David (ed.). Program budgeting: Program analysis and the federal budget. 2nd ed. Cambridge, Massachusetts, Harvard University Press, 1967. 382 p.

52. Opinion No. 5: Reporting of leases in financial statements of lessee. Journal of Accountancy (New York), November 1964, p. 63-66.

53. Osborn, Richards C. Business finance: The management approach. New York, Appleton Century-Crofts, 1965. 594 p.

54. Quirin, G. David. The capital expenditure decision. Homewood, Illinois, Richard D. Irwin, Inc., 1967. 258 p.

55. Rickey, Kenneth R. Measuring the return on capital where leased properties are involved. N.A.A. Bulletin (New York), August 1960, p. 18-24.

FINANCIAL ANALYSIS, PLANNING AND CONTROL

EXTENDED BIBLIOGRAPHY (Contd.)

56. Riegel, Robert; Miller, Jerome S. Insurance principles and practices. 5th ed. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1966. 867 p.

57. Schiff, Michael. Effect of variations in accounting methods on capital budgeting. N.A.A. Bulletin (New York), July 1965, p. 15-25.

58. Simon, Sidney I. The lease-option place - Its tax and accounting implications. Journal of Accountancy (New York), April 1962, p. 38-45.

59. Solomon, Ezra. The theory of financial management. New York, Columbia University Press, 1963. 170 p.

60. Thulin, W. B. Own or lease? Underlying financial theory. Financial Executive (New York), April 1964, p. 23-24.

61. Thulin, W. B. The manager looks at profitability measurement. Controller (New York), February 1960, p. 62-66.

62. Vancil, R. F. Lease or borrow - new method of analysis. Harvard Business Review (Boston, Massachusetts), September-October 1961, p. 122-136.

63. Vancil, R. F. Lease or borrow - steps in negotiation. Harvard Business Review (Boston, Massachusetts), November-December 1961, p. 138-150.

64. Vancil, R. F. Leasing of industrial equipment. New York, McGraw-Hill, 1963. 283 p. (With tables for the analysis of financial alternatives and capital expenditures, by Jerome Bracken and Charles J. Christenson).

65. Weingartner, H. Martin. The excess present value index - a theoretical basis and critique. Journal of Accounting Research (Chicago, Illinois), Autumn 1963, p. 213-224.

66. Weston, J. Fred. Forecasting financial requirements. Accounting Review (Sarasota, Florida), July 1958, p. 427-440; Financial analysis: Planning and control. Financial Executive (New York), July 1965, p. 40-48.

67. Weston, J. F.; Craig, Rupert. Understanding lease financing. California Management Review (Berkeley, California), Winter 1960, p. 67-75.

68. Zises, Alvin. Disclosure of long-term leases. Journal of Accountancy (New York), February 1961, p. 37-47. (The case against capitalizing long-term lease commitments).

9. MANAGEMENT DECISION MAKING

I. Decision Making in the Context of Information Organizations

A. Psychological Determinants of Decision Behavior

1. Analysis of profit motivations and aspirations
2. Profitability for whom and over what time span
3. Measures of organizational success
4. Patterns of motivation of administrators - role behavior, human needs and strivings, the organizational culture, competition, penalities and rewards, etc.

B. Decision Making in the Context of the Information Organization - Consideration of Such Crucial Areas As:

1. Selection and collection development
2. Technical services and application of technology
3. Make or buy, build or rent, and like decisions
4. Services to clients - real clients and potential clients
5. Decision options and goal formulation
6. Case illustrations of effective performance

BASIC BIBLIOGRAPHY

1. Bundy, Mary Lee. Decision making in libraries. Illinois Libraries (Springfield, Illinois), vol. 43, December 1961, p. 780-793. (Reprinted in Reader in library administration, p. 86-94).

2. Katona, George. Business motivation. In: Psychological analysis of economic behavior, p. 193-213. New York, McGraw-Hill, 1951. 347 p.

3. Mann, Floyd C.; Williams, Lawrence K. Observations on dynamics of a change to electronic data processing equipment. Administrative Science Quarterly (Ithaca, New York), September 1960, p. 217-256.

4. Simon, Herbert A. Fact and value in decision-making. In: Administrative behavior: A study of decision-making processes in administrative organization, p. 45-60. New York, Macmillan, 1957. 259 p. (Reprinted in Reader in library administration, p. 78-85).

5. Stein, Herbert. The office of education library. In: Public administration and policy development: A case book, p. 31-52. New York, Harcourt Brace, 1952. 360 p.

10. TRENDS AND NEW DIRECTIONS IN INFORMATION ORGANIZATION ADMINISTRATION

I. Theoretical Analysis of the Change Process

- A. The need for change and the conditions for change
- B. Changing occupations and organizations
- C. Revisions of ideology (following Thomas Kuhn's, The Structure of Scientific Revolutions, University of Chicago, 1962)
- D. Dynamics of change - psychological and sociological characteristics
- E. Bureaucracy and professionalism as change issues
- F. Strategies for change - organizational structure, values, the role of the catalyst, the temporary system, rate of change
- G. Leadership role and responsibility - forms and style, behavior

II. Characteristics of the Real Organizational World of Information

- A. The library and information administrator personified - a profile based upon empirical research
- B. The influence of professional education and literature
- C. Governmental, economic and institutional influences - national programs and policy, the profit-making sector, consulting groups, effect of other disciplines, the changing scene in publishing (conventional and advanced forms), professional associations (national and international)

III. Toward Leadership for Change

- A. New Prototypes
    1. New organizational groupings - by type of organization; by geographic area; by function; by subject; all encompassing designs
    2. Revising the educational design - experimenting with new professional roles; the technical laboratory; educational regrouping
    3. New institutional responses - case illustrations
    4. Defining new roles - the subject expert; the detached information worker; the advocacy role

IV. The Agenda for Changing the Leadership of the Discipline

- A. Professionalism
- B. Education and intellectual requisites
- C. Shaping a new breed of information personnel
- D. Prototypes, models and exemplary institutional performance

BASIC BIBLIOGRAPHY

1. McClelland, David C, Entrepreneurial behavior. In: The achieving society, p. 205-258. New York, Van Nostrand Company, Inc., 1961. 512 p.

2. Wasserman, Paul. Engineering change in librarianship: From revised paradigm to prototypes for the future. Library Lectures (Baton Rouge, Louisiana), March 1972, p. 30-60.

BASIC BIBLIOGRAPHY

3. Watson, Goodwin. Resistance to Change. American Behavioral Scientist (Beverly Hills, California), vol. 14, no. 5, May-June 1971, p. 745-766.

4. Williams, Lawrence. Managing change: A test of the administration. Wilson Library Bulletin (Bronx, New York), vol. 42, March 1968, p. 686-692.

11. WORKSHOP AND OPEN FORUM

The day will be given over to case discussion, special problems, review and evaluation, and using the management techniques in the participants' home organizations. See Section III F. 8, (Workshops for Transfer to Home Setting) for further discussion.

SECTION VII

POST SEMINAR CONCERNS

In the final day of the workshop, attention begins to shift toward the on-site and home applications of the learning experience for the participants. To the extent that the offering is successful, the workshop will have conditioned the thinking of the participants to adapt their behavior from those of purely technical information personnel to a self-perception as manager. This implies not only a reconsideration of identification and role responsibility, but a revised viewpoint of the continuous learning process, if one is to build upon and enhance his or her competence as effective supervisors. This is the final test of the program - the degree to which it does in fact succeed in adapting and modifying both the attitudes and the behavior of the participating administrators. To the extent that the program succeeds, the participants will be oriented to new sources of knowledge and information and recognize their need for furthering their techniques and skills of administration. In this sense, the workshop serves as a prelude to a continuing education (in either a formal or continuing learning informal context) for those who have undergone the experience and this pattern should continue so long as the individual remains responsible for managing the information organization.